Break

London calling

Wanted: two senior educational administrators. Qualifications: not po-hearted (po-faced would be acceptable). Job: to help reconstruct London's education.

The Inner London Education Authority has changed a lot in the past few years. It may be that the changes are not too apparent: "From outside there's still an enormous ponderous feel about ILEA: people think of a ghastly formalized structure where everyone plays the supreme bureaucrat," says Peter Newsam, who is about to take over as education officer. "But it's a pretty lively place: there's a general euphoria around, people are open to ideas."

It may seem odd to talk of euphoria in the authority which (because so many politicians, journalists, etc, live in London) has done more than any other to create the prevalent picture of slipping standards in primary schools, vast unmanageable comprehensives, dogmatic politicians and remote bureaucrats. Particularly when the whole image has been so dramatically lit up by the William Tyndale affair.

But the vast monolithic structure of heads and administrators who had worked man and boy in London has changed surprisingly in Eric Briault's time. When Briault goes, Peter Newsam, who came in as deputy from the West Riding in 1972, will be the oldest established member of the top group of assistant education officers, chief inspectors, etc.

Now they are looking for more new blood: a deputy and second deputy education officer to look after London's schools, the deployment of resources, staff development, and so on. Nobody dares seem too optimistic, but there is a feeling that with a change of leadership coming in, the new spirit of experiment (shown by the attempt to make a go of mini comprehensives), and an education committee which, whatever its faults, is deeply committed to schools and prepared to go on spending generously to try to improve them, the tide may have turned.

The jobs will be advertised next week. The most Peter Newsam will promise applicants is lively colleagues (including people in schools), plenty of resources, and no chance of getting bored.

Ping pong

Lord Redcliffe-Maud this week spared time from moving house to make his first appearance in Oxford as a past Master. (Lord Goodman takes over from him as Master of University College this coming term.)

It is not a role in which Lord Redcliffe-Maud will be seen often anyway for the time being. He is off to America and the antipodes to discuss the relationship between the arts and government, the subject of his recent Gulbenkian report.

Meanwhile, however, as a member of that amorphous group of academic luminaries, the Oxford Educational Research Group, he was speaking to an after dinner meeting of people attending a week-long conference on the secondary school curriculum. The conference itself was organized jointly by the Oxford group and the DES (or rather the group of HMIs presided over by Mr Roy Wake who are studying the secondary curriculum). The conference was however shrouded in the confidentiality to which HMIs have become accustomed.

Lord Redcliffe-Maud was not similarly inhibited. He took the opportunity eloquently to lament (with his customary wit and with sundry impersonations not least of Lord Butler and of Lord Alexander "Not of Tunis") the collapse of the consensus that prevailed in education, particularly during the "seven golden years from 1945—52" when he was permanent secretary at the Ministry of Education.

He urged upon his audience the need for a new consensus at least on how decisions should be made, and the need to find ways of avoiding the present "ding-dong-plug-pong" approach to policy nationally and locally, whereby opposions commit themselves to undo the controversial measures carried through by their opponents. "It's extremely important to learn in local government the gentle art of conferring with the opposition . . . people should have drinks together from time to time."

Such "a consensus might be achieved by greater use at local level of "arms length bodies" on the university grants committee model and by the revival at national level of the central advisory councils (last revived by the 1944 Act, it seems), since Lady Plowden made her report it has been no more. . ."

The basis of such a consensus, he suggested, might be to maintain schools and colleges as the primary units; to give administrative priority to a passionate concern for children's schools and education; to ensure that no one element claimed to have a monopoly in decision taking; and to seek to make teachers more like dentists. By this, he hastily explained, he meant they should establish themselves as responsible professionals who were regarded as competent by the public

"I could have had a job but as a student I get a better deal at the bank."

in the same way that dentists are.

Teachers, he said, would jeopardize this professional standing if they became too overtly involved in politics—though as chairman of a committee investigating corruption in local government he opposed the suggestion that teachers be removed from education committees. As to politicians on the other hand "the less they have to do with content the better."

The meeting broke up with an impassioned plea from Mr John Methven, director general of the CBI, that ways be urgently sought of debating such issues in public.

Soap opera

Meanwhile, over at University College, cohorts of workers are busy revamping the Master's lodgings before the arrival of Lord Good man. Authorities hastily say that the buildings need rewiring—but it is all a good excuse for Lord Goodman to call in Julia Trevelyan Oman, the opera designer, to design a suitable set for his new incarnation. (Libretto by C. P. Snow?)

Matey-lubist Oxford observers have been wondering what will happen to the array of baths, etc, that have been stripped from the lodgings to make way for new fittings. The trail of puns about men of weight and substance caused by the appearance of the baths are not worth repeating.

Chankly Keynes

Nonsense poetry seems to be having a new musical vogue. Douglas Young, composer-in-residence for Leicestershire, recently completed his setting of "The Hunting of the Snark," commissioned for the international choral festival *Europa Cantat*—and last Tuesday, David Lyon was awarded the £300 prize of the Milton Keynes Choral Commission for *The Dong*, a setting of Lear's "The dong with the luminous nose".

The commission's aim was to help unite the developing community of Milton Keynes through a work in which all the secondary schools could perform together with a small group of professional musicians.

David Lyon's work was judged unanimously top of the 26 entries for its "sustained musical invention", its imaginative consideration of the forces that would be available for performance, and, above all, for its individuality.

Several of the entrants composed pieces more specifically related to Milton Keynes itself. Happily, no one asked what the hills of Chankly Bore had to do with the hills of North Buckinghamshire.

A professional wind quintet (flute, oboe, clarinet, horn and bassoon) and percussion player and pianist are set against the larger group of amateur musicians to highlight the contrasts of mood, while there are parts of limited technical difficulty for strings, brass, guitars and percussion, and, of course, recorders—and, engaged in, as the judges commented, "for reasons of educational respectability" but delightfully representing the "pipe with silvery squeak".

Graduate venture

Six graduates arrived in London last week to embark on a new kind of postgraduate teacher-training course (they will shortly be joined by a seventh).

The course is designed to prepare them for life in inner city schools, and they may have been somewhat surprised at their first introduction to an East End comprehensive — Tower Hamlets school had laid on an elegant three-course dinner for everyone connected with the course.

The occasion showed how energetic the Urban Studies Centre of the College of St Mark and St John, Plymouth, had been in raiding the resources of the city (and beyond) to give their students a broad introduction to city life and children. The new course is modelled on the three-month intensive course for college students it has been running for three years.

Students spend half their time in schools and half in a variety of community projects (adventure playgrounds, arts workshops, unattached youth work schemes, and so on). The graduates will do two days in schools, two days in projects, and one day on academic study for a full year.

The course is a bold departure from the usual postgraduate mixture of theory and teaching practice. Roger Tingle, director of the centre (ex-deputy head of the Prior Weston primary school nearby), and David Green (who came from Whitelands College) have lined up a varied cast to help. Local heads, teachers and community workers will take a large share in the students' training. The academic study will be based mainly on the Open University materials on urban education, and John Rayner from the OU will help with the teaching.

So will Margaret Maden, head of Islington Green comprehensive; Henry Pluckrose, head of Prior Weston primary, Moira Mackenzie and Mike Simons, the primary and secondary arms of the Inner London Education Authority's language centre, and others.

If the graduates do anything like as well as the many ex-students from the three-month course, now teaching in East End schools, the experiment should be well worth watching. "If they haven't found their way up from the back streets themselves, the course seems to be the only way of preparing them for the schools", said Mrs Mary Dean, deputy head of Tower Hamlets.

It is a relief that colleges of education are still backing new ventures in these fraught times of mergers with polytechnics declining student numbers, and the need for planned reduction of staffs. And it is nice that the Exeter University Institute of Education has had the imagination to experiment with a course which gives more weight to practice, in and out of schools, and less to traditional education theory.

Aristides

Next week

R. P. Dore on the diploma disease.
Patricia Holland on the popular press's reaction to the Tyndale affair.
Jonathan Croall on family grouping in an Oxfordshire village school.
David Wright on W. H. Auden; **Shirley Toulson** on rural life; Anglian history.
Books: Tony Becher on curriculum studies; Andrew Robertson on inflation; Martin Fagg on the Liberal Party.
TES Extra: English.

TES airmail rates

BASED ON AVERAGE SIZE OF 48 PAGES AVERAGE WEIGHT 28g

Destination	Inclusive Cost per Copy	Postage	Three Months	Six Months	One Year
Europe, Cyprus Gibraltar, Malta, Allcap Service	47p 33p	£6.11	£12.22	£24.44	
Zone A	64p 46p	£8.32	£16.64	£33.28	
Zone B	77p 62p	£10.01	£20.02	£40.04	
Zone C	92p 77p	£11.96	£23.92	£47.84	
Surface Mail (Rest of Canada and USA)	35p 20p	£4.33	£8.66	£17.32	
Ireland	37p 22p	£4.61	£9.22	£18.44	
Foreign	37p 22p	US and Canada			
By Air Freight		$30.00			
By Direct Airmail		$64.80			

THE TIMES Educational Supplement

FRIDAY SEPTEMBER 17 1976 NUMBER 3198 FIRST PUBLISHED 1910 PRICE 15p

The return of Mrs Shirley Williams to the Department of Education and Science as Secretary of State has brought some cheer to the education service as it faces its winter of discontent. But will a season presiding over cuts, teacher unemployment and reconciliation with the needs of industry advance her own progress to the top? Profile by Philip Venning page 6

Call to arms

Auriol Stevens urges Her Majesty's inspectors to lead the debate about education's contribution to economic revival page 2

Liberal thinking

A policy statement on education, published today by the Liberal Party, calls for a national council to decide the future of the service. page 8

Cutting the cackle

A fierce row has blown up over Oxfordshire's proposed £3.25m education cut next year involving 500 teacher redundancies, because the sum was fixed without any reference to the education committee or its sub-committees. Report by Mark Vaughan page 3

The class of '74

Most of Britain's 16-year-olds spend some time away from school every year either because they are ill or because they truant, according to the latest spot-check on a generation of children by the National Children's Bureau. But it also demolishes many of the popular myths about the young. Philip Venning reports page 10

Lesson from Tyndale

Tories exulted while Labour licked their wounds when the Auld report on the William Tyndale School came before ILEA education committee this week. Both sides supported a Tory motion to seek out suspect schools and do something about them. Report by Bert Lodge page 4

Taken for a ride?

The publication of a report by Child Poverty Action Group claiming that the cost of school bus fares is pricing some families out of a free education coincides with protests by parents in Hampshire and Cambridgeshire who have been keeping their children at home rather than pay up. Report by Frances Stanlen page 11

Battle of the sections

Tameside Council could be threatened again with section 68 of the 1944 Education Act if allegations of sex discrimination are proved by the Equal Opportunities Commission inquiry. Parents claim that twice as many grammar school places were provided for boys. Stephen Cohen reports page 5

Messages received

Patricia Holland takes a critical look at the performance of the popular press in reporting the Tyndale affair. pages 22, 23

TES Extra

Aspects of English. pages 35-46

Parents, pages 16, 17
Malta: Parties differ; West Germany: Jobless graduates; France: another sink-up; Sweden: elections; Republic of Ireland: legal precedent; United States: boost for arts.
Letters, pages 18, 19
Poor readers; autonomy; jobs; OU boxes; union line 'on one'; the sexes; pensions; smaller, better?; TEC's new image.
Features, pages 22-24
Jonathan Croall on family grouping in Oxfordshire; R. P. Dore on the diploma disease.
Books, pages 26-30
Tony Becher on curriculum studies; Martin Fagg on the Liberal Party; education, economics, literature, technical textbooks.
Resources, pages 31-33
Adrian Hope on Audio '76; Elizabeth Goodacre on reading and language development.
Talkback, page 34
R. Sumner and M. Cresswell on the Bennett research; Robert M. Povey on Femalde selection; Rashena Malzoora on dispersal in Ealing.
Arts Reviews, pages 78-79
Robin Wood on cinema; Rosemary Harrill on ballet; Heather Neill on theatre; Christopher Grillin-Beale on management in education.
Leaders, Letters, page 24 Sport, In brief, People, page 26; Break, crossword, bridge, page 39.

Classified ad index 47

Firm hand again grasps the tiller

The return of Mrs Shirley Williams to the Department of Education and Science after an absence of seven years will be warmly welcomed throughout the educational world. She more than anybody else in Mr Callaghan's Cabinet has the political personality to win and hold the respect and affection of the education service. She is a woman of the liberal centre, passionately concerned about the reform of society and the improvement of the quality of life for the least favoured sections of the community. But she also conveys the impression of one who is committed to principles of personal freedom and the right to personal development which makes public education for her much more than an instrument of social engineering in the hands of a dominant political group.

The education service badly needs cheering up, and Mrs Williams appears to be exactly the right person to do this. No one can suppose she is going to find a pot of gold at the end of the rainbow—it is not even likely that she will find the rainbow without looking very hard—but it cannot be bad to have a senior member of the Cabinet team in residence at Elizabeth House. If there is fighting to be done on education's behalf, she will fight, but what she must do is to put her considerable powers of persuasion and inspiration to work to restore confidence in her own party, and in the country, in the intrinsic importance of education and the social value of the service in which, under her leadership, more than a million teaching staff are engaged. This must be her first priority, the key to her period as Secretary of State, to extricate education from its present depressed condition by setting aside both the excessive social claims made on its behalf in the sixties, and the excessive gloom of the seventies, and help to recreate the sense of idealism which has taken a knock in recent years. As the logical heir to the Crosland-Boyle inheritance, she is well placed to take on this task.

No one can imagine this is going to be easy with continuing pressure on local spending in general and unemployment among teachers in particular. Mrs Williams is going to inherit all Mr Mulley's roosting chickens, including the ambiguous relationship of the Secretary of State towards the rate support grant and the recurring tendency to treat the block grant which local authorities receive from the Treasury as if it were a set of earmarked payments. By so doing, successive ministers have sought to persuade local authorities to obscure national policy priorities while at the same time incurring some of the odium when the sums will not add up, or local authorities step out of line.

Mrs Williams retains her chairmanship of various important Cabinet committees, and these will obviously occupy a good deal of her time and attention. It is all the stranger, therefore, that Mr Gerry Fowler has left the DES at the present reshuffle and Mrs Williams is now to be denied his knowledge and experience. In recent months he has been a powerful member of the departmental team. Mr Gordon Oakes, his successor, is bound to take some time to settle in. Mrs Williams, who as Minister of State had the reputation for pursuing details which might have been delegated, may find herself with a particularly heavy load in view of the inexperience of the other ministers in the department.

Mr Mulley now leaves the DES for the Ministry of Defence. He remains something of an enigma. His 16 months stint at the department has covered an exceptionally difficult period during which Mr Denis Healey has clamped down on public spending and chopped hundreds of millions off education's expectations. In the circumstances it would have needed a genius to carry this through, and at the same time win friends in the education service: Mr Mulley at all events was not this kind of genius. Perhaps he will be more successful with members of the Armed Forces.

No comment

"With reference to your letter of 14 July requesting further details of an accident involving ——, I can only clarify as to how the wound was self-inflicted. Mr —— admits to simply hitting himself on the head with a 2ft long piece of 1½ inch by 1 inch mild steel bar; Mr ——, who was working within six feet of Mr ——, said that he saw this happen quite spontaneously without any other person or machinery being involved. When asked why he had hit himself, Mr —— was at a loss for an explanation."—From a letter written by the registrar of an Avon technical college.

Crossword No 1,050

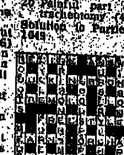
Across

1 Culinary trophy for which Alfred might have qualified (6, 5)
9 Controlling stick (5)
10 All gone on the Spanish main (7)
11 Suggests the will-o'-the-wisp affluence or perhaps indigestion (7)
12 Seat for professional presidents (5)
13 Rub up, but live the wrong way (6)
14 I, an Essex girl, sound polluted (6)
17 Part of mansion that faces the sun by the look of it (5)
19 Can't remember that it is a name (7)
21 Calm its to regain possession (7)
22 Triple tic, but not for electric hares (7)
23 Now or at Christmas (7, 4)

Down

2 Referring to all my eye (7)
3 Beware of them if you're seeing red (6, 7)
4 Day to day occurrences (6)
5 Cause of Bobby's unhappiness (10, 3)
6 Finally to be found in some gardens (5)
7 Archbishop wears his vestment back to front (4)
8 Joint precursor has right of admission (6)
13 Pop's effort at making short (6)
15 Would the antichoir be cold down t' (7)
16 Operatic gangster meetings (6, 5)
18 Hedgehopping gourmet? (5)
20 Public part of a transformation (4)

Solution to Puzzle No. 1049



Maths teaser

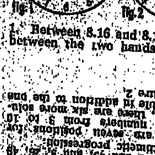
A dissection puzzle

1. The diagram shows one way of cutting a square into two pieces which can be fitted together to form a triangle, one of whose angles is the same as one angle of the triangle. In how many other ways can such a dissection be made?

2. Can you cut any trapezium into two parts that can be fitted together to make a parallelogram in two ways?

3. Show how to cut an isosceles trapezium into two triangular pieces which can be fitted together to make an isosceles triangle, whose one piece is turned over?

Number problems on a clock face



1. Between 8.16 and 8.19, the angle between the two hands on a clock face contains the numbers 4, 5, 6, 7, 8 whose sum is 30, and the other angle between the hands contains the numbers 9, 10, 11, 12, 1, 2, 3 whose sum is 48. At what times do the angles between the hands of a clock contain sets of numbers which have the same total?

2. In figure 2, a circular clock face has been divided into three sectors that contain the sets of numbers (3, 4, 5, 6, 7), (11, 12, 1, 2) (8, 9, 10) whose sums 25, 26, 27 form an arithmetic progression. In how many other ways can the clock face be divided into three sectors that contain sets of numbers whose sums form an arithmetic progression?

D. B. Epperson

TIMES PAST — THE TIMES

EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

. . . Who needs enemies

Oxfordshire County Council's policy and resources committee last week decided to axe 500 teachers' jobs out of total staff cuts of 700. That is equivalent to about 10 per cent of the teaching force at a time when the school population in the county has not yet begun to fall.

With the other cuts in education spending decided upon at the same time, the revision of the education budget for next year involves a cut in estimates of more than 5 per cent. The decision seems to have been hasty and ill-considered, to say the least. At no time has anyone—Mr Heseltine, Mr Shore, Mr Callaghan—mentioned a need to cut local authority staffing by about 9 per cent, nor is there any evidence that a worsening of pupil-teacher ratios of this magnitude is what the Government would wish.

Furthermore, the decision was taken by the policy and resources committee without any reference to the education committee. Indeed a week later members of the education committee had still not received a single paper on the subject which might help them either understand or explain to a concerned public this swingeing decision.

To say that there was not time to set up a full round of meetings before taking the decision is nonsense. There was plenty of time as the Labour group leader, Mrs Olive Gibbs, pointed out, to approach the matter in a more methodical and less hysterical manner.

Decisions of this kind made in haste, without informing, let alone consulting, interested parties, bring the whole of local government into disrepute. Furthermore, they result in the sort of action which teachers' organizations and local government employees' unions are planning in Oxfordshire by way of protest. If schools are now closed, children sent home, education disrupted, and attempts at cooperation to make the best of current financial difficulties and to meet public discontents flounder before they start, the local authority will have got nothing less than it deserves. Sadly that will be little comfort to children, parents or teachers.

This type of action taken by policy and resources committees is the worst manifestation of the evils of corporate management. No doubt the ideas propounded by the Balnes Committee have their merits. But those are less apparent in cases like this than is the sense of mourning for the powerful voice of Lord Alexander with the Association of Education Committees at his back.

There is already some pressure to remove education from local government. It is precisely this sort of action which gives strength to those arguments. If local authorities want to keep their major function and the main source of the funds they corporately manage, it ill becomes them to wear the education service in so high handed, and ill-considered a manner, or to show so blatant a disregard for the welfare of the people they employ, and the smooth running of the service they provide.

Liberal blend without price

It is three years since the Liberal Party last pronounced on education. The publication today of the party's policy document (page 8) reveals that the time has been well spent. Perhaps a party which has little chance of seizing power, let alone sniffing it, is in a better position to comment on the antics of successive governments in education. It is certainly true that the Liberals have been able to observe from the comfortable sidelines the "battleground of party dogma and prejudice" which Mr Alan Beith, their spokesman on education, seems to think education has become. He is right—and he is not alone in this assessment—that a steady development of policy based on consensus has become impossible in recent years. Confrontations at Tameside, and promises by Conservatives to repeal the Education Bill if it is passed, point this out all too clearly.

But is the Liberal answer—a national education council—likely to achieve the consensus the party believes in? Would its discussions be turned into saloon bar arguments in exactly the same way that education is now debated?

Those who might look to the Liberals for the voice of consensus will be interested, too, to see the degree to which they are prepared to accept ideas normally attributed to the far right of the Conservative Party. While Dr Boyson calls for tests at age seven, 11 and whatever-you, compulsory reading of Charles Dickens and British poets and enforced teaching of English history, the Liberals use smoother, more judicious words. Specified standards of literacy and numeracy for each stage of education and a core curriculum are their goals. Both, narrowly interpreted, would be severely constricting.

On comprehensive schools, the notion of centres of excellence is appealing. There is no reason why comprehensive reorganization should result in uniformity among secondary schools, or prevent the development of specialist provision for teaching minority subjects. Similarly, the concept of a group governing body —above school boards of governors —looking after five or six schools, has its attractions.

Liberal experience of putting their ideas into practice has been necessarily limited. Their views on pre-school education did, however, inform policy in Liverpool when the party held power there. The Liverpool Liberals are generally given credit for being sympathetic to education, but they were hamstrung by lack of money. What is significant in today's statement is the omission of any mention of cost.

Schools for scandal?

The radical notion that most 16-year-olds might be nice, ordinary people who like their parents, plan to get a good, wage-earning job, marry and have two children, tolerate some aspects of school, smoke and drink in moderation, how has the official seal of research approval. The National Children's Bureau's famous longitudinal study has proved it. (page 10).

Given the general tenor of the findings, it has been hard for the most dedicated scandal-seekers to make much of them. They have done their best with the figure that 52 per cent had stayed away from school during the course of the year. And a careful reading of the NCB's findings—here particularly the teachers' estimates—certainly does little to mitigate the general gloom (now apparently shared by many parents in the survey) about truancy.

And the findings give no cause at all for complacency about the schooling these 16-year-olds had received. The findings about mathematics and science are depressing; nearly a fifth of pupils are apparently failing to gain even a basic grasp of mathematics. The English findings are a bit more encouraging—but the figure that a quarter of 16-year-olds never read a book out of school is too high for comfort.

On the reading front, the NUT produced a booklet, published 20 months after the report (page 7) might have done well to concentrate less on resources (they comment that interesting more children is hoping might lead to them asking for more books) and discovering the inadequacies of school libraries) and more on Bullock's emphasis that no amount of extra resources will achieve anything unless there is a major change in attitudes at both culture and teaching methods.

HMI: secretive, futile or prophets in the gloom?

Last week a curriculum conference on the needs of society was held in Oxford—a joint project of the Oxford educational research group and the Department of Education and Science. It was, however, rather taken over by Her Majesty's Inspectorate and treated to the astonishment of the Oxford side who provided premises and star speakers, as more or less a routine DES short course.

This first exercise in cooperation between the DES and that somewhat loose federation of academics animated by Dr A. H. Halsey, Dr Harry Judge and Professor Jerome Bruner, ran at once into a fundamental difference of approach. Among the aims of the Oxford operation are to communicate ideas to a wider audience, to broaden discussion and to build as broad and well-trodden a bridge as possible between theorists and people working in schools.

Such an approach contrasts markedly with the caution, the professional introversion, which currently characterizes the activities of HMI. Those who attend DES courses —and there are many of undisputed value and practicality—will know what is passing in the minds of the inspectorate, what moves are afoot in the curriculum. There are certainly indications that some moves are being made and these clearly could add up to a more active, interventionist role for the DES.

Nice respect for local authority

Those who do not attend will, however, have but the shadowiest idea of such initiatives. As in the days before William Tyndale translated the Bible into English, the uninitiated must depend upon interpretation and rumour. They have no other source for comparison, not even of the doubtless "sketchy" "biased", "prejudiced" kind to be gained from newspapers.

The caution of the inspectorate is understandable. They are rightly careful to avoid prescriptive postures, to avoid handing down tablets of stone, to avoid seeming to act in any hasty or ill considered way. They have a nice respect for local autonomy, for the decentralized nature of education administration, and an accurate view of the value both in terms of new ideas and in terms of getting things more readily accepted, of building upon local initiative. They must then proceed with their inspection both as a matter of tact and of tactics. They are in the persuasion business, the business of spreading good ideas, of helping, advising, suggesting.

Ideas, however, must get about if people are to be persuaded. For some years now there has been talk of the inspectorate coming out in public more boldly, of the importance of kite-flying, suggestion and debate.

The kind of paranoid secrecy which characterized last week's proceedings is convincing evidence that this is not happening. And that is in some sense an abdication of the traditional bold role of HMI established over the century since the stirring words of such as Matthew Arnold made inspectors' reports compelling rather than dutiful reading for concerned people in many walks of life.

The professed aim of the group of HMIs led by Mr Roy Wake, who gathered in Oxford last week was to meet "the present national crisis with action—to get something done". This group was set up, with some foresight 18 months ago when it became apparent to those who sit at the centre that the tide of popularity was receding from education, that there was a rough road ahead and that the education service would shortly become the object of critical public comment.

The sort of values which exist in education are by definition those of values which exist in society. Change will be much more effective and useful both in terms of personal education and in terms of the people for work if its objectives are defined and limited. If there is some clear idea what the education service can and cannot reasonably be expected to contribute, HMI could do much as part of the public debate in setting realistic limits to the tasks they are asking people to take on. By showing more publicly their concern with the quality of the work done within that framework they could inspire confidence in the education service's own capacity to improve performance.

HMI are also in a position to lend a wider and influence changes in national policy, emphasis which would help education genuinely to contribute to the economic health of the nation, to "prepare recruits for work and to begin to do so quickly, effectively and in the most economical way. Should certain institutions be designated specialist training "groups for high level industrial manpower on the MIT or French grandes écoles model? If so, could it be done by reallocating resources from some other sector, and if so which?

Should national policy be changed dramatically on day release, on encouraging apprenticeships at an earlier age by allowing alternatives to formal schooling? How should the examinations be altered to give value to learning which produces supplied skills with theoretical knowledge? Should there be some real revival of this attempt abandoned made after the passage of the 1944 Act to introduce technical schooling?

These questions cannot be tackled at local level. To say that curriculum changes respond to national crisis depend upon the actions of individual advisers and teachers working locally is automatically to rule out major national changes in emphasis.

Nor should they be left to ill-informed outsiders. HMI alone are in that enviable arm's length position from both local and national government where they can and must be prepared to take up the role of prophets. To sit aimlessly talking in secret is abject and futile. It invites politicians, pushed by consumer pressure, to seek to intervene directly. That in turn invites conflict and resistance from the teaching profession. If HMI are, in fact, acting or preparing to act, evidence of that activity is needed now to change a dangerous mood.

Setting realistic limits to the task

But by and large there is a readiness to accept some part of the national responsibility to work for regeneration. There is earnest talk of sandwich courses and work experience and maths-for-industry CSE Mode 3 syllabusses, of talks with local employers and of economics and idealism for the high flyers.

Those talks of relying on such random and local initiatives will be the first to go when the economy picks up in the next year or so, long before any such sporadic reforms could possibly have produced any noticeable effect, everyone will sit back in satisfaction with the feeling that we got it about right—until next time.

But if the economy does not pick up and there are those who do not think it will—or when the next crisis comes, the moment of adjustment to the harsh realities of life will have been postponed, any positive contribution which the education service could make will have been put off and made more difficult because sympathy will have declined still further, funds will be even tighter and morale even lower.

Such an abdication will make it seem increasingly true that the only real contribution the education service can make is to agree to cut back throat in the interests of economy public expenditure with the resulting increase in unemployment, decline and gloom.

HMI are uniquely in a position both in relation to central government and to a locally administered education service to do something things. In the first place they spread of ideas and the improvement morale would be improved by a bolder and more open appreciation willingness to publicise the best of local initiatives which are much emphasized at present.

It is not clear so far what precisely HMI would like to see be done. Such a demonstration would help to show, for example, that traditional, often highly prized values of education are not a sort of alternative to practical education which gives value to productive work, or applied skills. Such an approach would make possible for HMI to assess the education service in avoiding too much sense of guilt, just as in the past it was invested with too much unrealisable expectations. Neither sort of mess society is in, nor the education service in particular, may be in it is impossible to see them in a causal relationship.

Idealism for the high flyers

5-Union strike over Oxon cuts

by Mark Vaughan

Most of Oxfordshire's 360 schools are expected to close for half a day next week as a result of a protest by teacher and other unions against a proposed £5m cut in next year's council budget.

A special meeting of the county council on Tuesday is being asked to approve cuts for 1977-78 which would result in 500 teachers being made redundant. It is planned that education's share of the cut would be £3,250,000, following a policy decision taken in July that "most of the savings" should come from education and highways.

There is to be a 9 per cent reduction in the teaching force, making Oxfordshire's teacher-pupil ratios worsen in one year from 1:23.5 to 1:25.5 in primary schools and 1:17 to 1:19 in secondary.

None of the proposed education cuts, which will also have a drastic effect on ancillary staff, capitation allowances (where there is a proposed 10 per cent reduction), equipment, building repairs and the school library service, have been discussed by the education committee.

The strike is being supported by at least five trade union representing teachers, ancillary staff and local government officers in the county, according to Mr Jack Stedman, Oxfordshire divisional secretary of the National Union of Teachers. There is massive support for the strike and most of the schools in Oxfordshire will close on Tuesday as a result of it", said Mr Stedman, who is chairman of a five union liaison committee in the county.

Teachers and the council's Labour opposition are angry that the Conservative group has proposed such a large cut, and settled on it so early in the year, before the announcement of November's rate support grant. They argue that cuts of £5m off a total budget of £83m go far beyond those required by the Government guidelines on expenditure for 1977-78.

At next week's council meeting there will be a move by the Labour group to reduce the cut from £5m to £3.25m which they say will eliminate redundancies. This move is expected to get some support (possibly through abstentions) from a few Conservative councillors, who are now surprised at the detailed effects of policy decisions taken earlier this year.

The decision to cut next year's budget by £5m originates from a special meeting of the authority's policy and resources committee on July 26. That meeting had been specially convened by the full county council to work out cuts of £5m on the current year's spending.

Cuts are being called for by Mr Shore, Secretary of State for the Environment, who estimated that councils were planning to overspend by as much as £350m to £450m in the current year. This figure has now been reduced to about £250m.

The policy and resources committee found £3,700,000 from contingencies, which left £1,300,000 to cut from all other services. As a result, education has had £500,000 cut from this year's budget. When this was announced in July there was considerable opposition from those who thought it was not a matter of such urgency to justify rushing it through without any reference to the education committee.

The same meeting on July 26 received a report from the treasurer saying that the county would have to find cuts of £5m in the budget for 1977-78 if it was going to keep within Government guidelines on spending.

Having been given full executive powers by the county council the policy and resources committee authorized all chief officers and committee chairmen to compile summaries of the effects of the £5m cuts. It also decided to make the burden of the cuts fall on education and highways, and to cut social services much less.

Mr Geoffrey Cross, education committee chairman, and a member of the policy and resources committee, said the normal procedures of consultation and discussion were bypassed because "it was completely impossible to produce a fresh cycle of committee and sub-committee meetings". This was due to the timing of the Government's circular and the summer holiday.

"Obviously no one in the council can view these proposed cuts with anything other than complete horror and dismay, but we believe very firmly that the Government has told us to do this", said Mr Cross. "We have some hope and some optimism that the total reduction in the county will be less than £5m and that cuts in education will be less than £3.25m."

In recent years the l.e.a. had made cuts without laying off staff and it was now obvious that redundancies were the only way of making new savings. Mr Cross pointed out that 83 per cent of the education budget in Oxfordshire went on teachers' salaries.

Social services was taking "considerably less" than its share of cuts because "all county councillors are aware of the needs in this field", he added. "Whereas in some other services the number of people needing help is either stationary or decreasing, in social services we are getting a horribly large increase in the number of people who need our care."

Mr Cross said it was wrong of teachers or anyone else to think of £5m or £3.25m as being final. However, Mrs Olive Gibbs, leader of the Labour group and a member of the education committee, said: "There is a rule in this council and once chairman and officers have decided it is going to be £5m, they are absolutely inflexible in their budgeting.

"There is no possibility of their changing the sum. We don't need to finalise the 1977-78 budget until February 1977, so there is absolutely no need to go into this detail so early on. At no time has the Government asked for £5m to be cut", she said.

In the report on the effects of the cuts on education Mr Cross said most schools were already unable to provide enough textbooks and paper without help from parents. "The situation next year will be much worse".

The cuts in the school library service would create a "serious shortfall in the number of books in each school and a downturn in the standards of literacy", he said.

● The National Association of Schoolmasters-Union of Women Teachers has instructed its members in Oxfordshire to impose sanctions from Monday. The teachers will not stand in for absent colleagues if the overall pupil-teacher ratio falls.

Mr Ray Fox, NUT regional official, has written to Mrs Shirley Williams, the new Education Secretary, asking her to intervene and declare her views on the county's proposed cuts. Mr Fox said he had been impressed by a statement from Mr David Ennals, Secretary of State for Social Services, over cuts planned in Bury. "I feel that a similar stand on behalf of education in Oxfordshire is no less justified."

'Overloaded' staff suspended between CEO and the head

Nine teachers were suspended from Bideford Comprehensive School, Devon, this week after refusing to work a new timetable which gave them an extra 80-minute teaching load.

The teachers, all members of the National Association of Schoolmasters-Union of Women Teachers, claim they were not consulted about the changes and maintain that recent legislation on employment and industrial relations should have brought them into discussions on changes in their conditions of service.

The trouble began when the head of the school, Mr John Dare, drew up a new timetable on the assumption that he would be short of staff this term. Teaching loads were increased from 17 to 18 periods a week. The school operates with 20 "jumbo periods" a week.

No cuts in staff were made but the new timetable remained unaltered. The teachers then refused to work the extra period and were suspended by the head.

Agreement seemed to have been reached on Wednesday this week between Mr Joslyn Owen, Devon's Chief Education Officer, and the NAS-UWT. Mr Bernard Wakefield, the union's assistant general secretary, said Mr Owen was going to arrange for supply teachers to take on the additional work while discussions continued. The teachers then agreed to return to school until the supply teachers were hired.

Mr Wakefield said the head was insisting that his staff worked the new timetable. The teachers refused and remained suspended.

"It's extremely difficult for us", Mr Wakefield said. "In normal circumstances one assumes that when negotiating with a chief education officer, agreements would be put into effect.

"We agreed to operate the new timetable while the supply staff were being obtained. The head has rejected this as a settlement." Another 13 NAS-UWT members at the school are refusing to take the classes of the suspended nine.

Mr Wakefield said the solution to the dispute "depends on whether a chief education officer can bring a recalcitrant head to heel".

Biologists shun their subject

Half the biology graduates looking for jobs last year ended up in work unrelated to the subject, according to a survey carried out by Mr G. R. Jones, of the University College of Aberystwyth Careers Service and published in the latest *Journal of the Institute of Biology*.

In 1975 almost half (46 per cent) went on to further study or teacher training; 31 per cent obtained employment, but only 14 per cent were in jobs relevant to their degrees. Many of these became technicians in hospitals or took jobs without career prospects such as research assistants in universities.

Mr Jones's survey of 55 employers brought to light only 70 vacancies for biologists in 1976 compared with 111 last year. There were only seven vacancies for higher degrees in biology compared with 33 in 1975.

This week Mr Jones said that few biology graduates could look forward to jobs in biology, but most other careers were open to them like banking and accountancy, where a degree in any subject was a starting point.

Nursery row in Lincoln

A dispute with Lincolnshire County Council was declared this week by the Lincolnshire division of the National Union of Teachers over the council's plan to allow pre-school playgroups to use nursery buildings.

The union claim that the council should employ more teachers to staff the buildings as proper nursery units rather than handing them over to the voluntary groups.

Invoking the collective disputes procedure would normally block the council's plans but Mr George Cooke, the chief education officer, said this week that one unit would be opened. A meeting had been arranged for next week to see if a dispute existed.

Mr Percy Wilson, secretary of the Lincolnshire NUT division, said that when the teachers' unions reluctantly agreed to the county's proposals to reduce staffing earlier this year, it was assumed that the nursery units would be mothballed.

"If they bring them into operation now, more teachers should be employed", he said.

The county has allocated about £10,000 for furniture and grants to the playgroup association.

£185 more for the bright

Bright students will be offered £185 a year on top of their existing university grants if they study chemical engineering. Under a scheme announced last week by the Society of Chemical Industry, and backed financially by Shell, ICI and BP, 25 scholarships a year will be offered to chemical engineering students in British universities.

Most for fewest to be found in the Forest

The London Borough of Waltham Forest comes out top of the table of secondary school teacher: pupil ratios in the education estimates statistics published this week by the Chartered Institute of Public Finance and Accountancy.

The ratio of 1:13.7 is some way ahead of the nearest rivals, two other Outer London boroughs, Barking (1:14.3) and Harrow (1:14.4). The Inner London Education Authority with the second best ratio in the country at primary level, has a secondary teacher: pupil ratio of 1:14.6.

The national average in secondary schools is 1:16.7. The Isle of Wight has the worst ratio in secondary schools (1:18.9), with Somerset and Dudley (1:18.7), Northumberland (1:18.6), and Suffolk (1:18.3) only a little better.

Powys has by far and away the best teacher: pupil ratio in primary schools with its 1:18.3, although Dyfed (1:19), the ILEA (1:18.8) and Newcastle-upon-Tyne (1:19.2) are also considerably better than the national average of 1:23.6. All these figures take in qualified teachers and other teaching staff.

Stockport, Enfield, Sutton, Bromley and Salford are the five authorities with the worst teacher: pupil ratios in primary schools, with Salford's the highest at 1:27.5.

The average cost a pupil in secondary school is given as £1,203 (although this jumps to £1,509 in Greater London) and the biggest spender is Bromley with £2,368, with Harrow (£1,936) and Barnet (£1,926) near to it. Big spenders elsewhere in the country include Wolverhampton, Cheshire, Cornwall, Gateshead, Norfolk and Bradford.

Tameside comes out as the lowest spender with only £741 a pupil, although Bury with £773 is not much higher. Other poor spenders in this category are Kingston-upon-Thames, Salford, Sefton, Sunderland, Somerset, Cleveland and Berkshire.

Education Estimates Statistics 1976-77. From CIPFA, 1 Buckingham Place, London SW1E 6HS. (One to five copies £3.00 each; subsequent copies £1.50 each.)

Public 'may not take any more'

Local authorities this week warned the Government that the public might not take any more cuts in public spending.

At Tuesday's meeting of the Consultative Council on local government finance local authority leaders told the Government that they were not prepared to cut their total spending over the next two years below the present "standstill" level. They gave a clear warning that the proposals set out in last February's White Paper would mean a reduction to below "standstill" level, if spending was not improved.

Sir Robert Thomas, chairman of the Association of Metropolitan Authorities said: "I did discuss with the Minister the fact that we might have reached the limits of public acceptability in cutting back on local authority spending. I think we were sympathetically received. We have got to report to our own authorities and the Minister has got to discuss it with his colleagues, and the results will come along at the next meeting of the Consultative Council."

There is a fear among some local authority members of the council that the sets of "illustrative cuts" they have drawn up to show the effects on individual services that different percentage reductions would have, may be used as a weapon against them.

Actualités Françaises

Part 1, Second Edition

D. O. Nett and J. E. Trickey

Part 1 of this highly successful course for advanced students of French has now been substantially revised and brought up to date, while following the same basic principles as before. With Part 2 it forms a lively and stimulating two-year course for students preparing for "A" and "S" level examinations, or for use in colleges for French language and civilization work. On its own it can be used in schools as a valuable course for pupils who have attained "O" level standard but are not studying for examinations at Advanced level.

Publishing October		
Pupil's Book	£2.45	0 340 20921 6
Tape Booklet	75p	0 340 20029 4
Tapes	*probably* £28 + VAT	0 340 21381 7
Cassettes	*probably* £26 + VAT	0 340 21610 7

** Specimen Tape*

Basic Proficiency in French Tests

T. S. Percival (Project director)

These materials were produced by the Schools Council Project to Develop a Standardized Battery of Tests of Basic Proficiency in French, for pupils aged 14-16.

Writing Test	£3 per set of 20	0 340 19704 8
Reading Test	£3 per set of 20	0 340 19706 4
Listening Test	£3 per set of 20	0 340 19707 2
Manual and Keys	60p	0 340 19708 0
Listening Test Tape	£6 + VAT	0 340 19705 6
**Specimen Set*	95p	0 340 19709 9

Le Français d'Aujourd'hui

Part 1, Worksheets C

R. M. Johnstone and P. J. Downes

These Worksheets consist of booklets of spirit duplicator masters which produce up to 250 copies per sheet. This format has many advantages over the conventional printed 'workbook', and there is less chance of the least able being overwhelmed when the work is broken down into small parts in this way.

0 340 18087 0
£12 + VAT

* Teachers are invited to write for inspection copies on approval

Hodder & Stoughton

Dept. EDSEL, P.O. Box 702, Mill Road, Dunton Green, Sevenoaks, Kent, TN13 2YD.

ILEA Tories ask: 'How many more Tyndales are there?'

by Bert Lodge

Tories made maximum political capital out of the William Tyndale affair when the report by Mr Robin Auld, QC, came before the ILEA Education Committee on Tuesday.

They accused the Labour-controlled authority of ignoring schools seriously undersubscribed by parents and of keeping poor examination results and high truancy rates hidden under a cloak of secrecy "because it suits Sir Ashley Bramall, leader of the ILEA, to keep it that way". They demanded "How many more William Tyndales are there?"

When they called for the inquiry into allegations of inefficiency by the education officer, Dr Eric Briault, to be conducted by Sir James Swaffield, director-general of the Greater London Council, they were assured by Sir Ashley this had already been arranged.

A motion moved by the Conservative leader, Mr Robert Vigars, calling on the schools subcommittee to find out which schools were causing anxiety and to do something about them was carried, after it had been amended to remove any reference to "serious undersubscription, poor examination results or other factors" as being specific reasons for anxiety.

Mr Vigars said that in this year's transfer procedure there were 30 secondary schools which were more than 30 per cent and in some cases as much as 60 per cent, undersubscribed. He complained there had been no investigation into these rejected schools.

He also complained that out of nearly 150,000 pupils in ILEA comprehensive schools only 250 were working on sixth-form courses in technical studies. He wondered how many had satisfactory technical departments or were comprehensives in name only.

The danger signals of a poor school were: being undersubscribed, poor examination results and a high truancy rate. Yet no investigation into schools with these characteristics were carried out by the schools subcommittee.

Sir Ashley Bramall said he thought the Conservative motion should be accepted in the spirit in which it was moved. But a lot of name-calling and drawing up lists for publicity was not wanted.

What was wanted was prompt information about bad schools so that ILEA members could do something about it. He did not agree that an undersubscribed school created a prima facie reason for concern.

As far as standards were concerned the authority had already begun, at primary level, to ensure schools would keep to standards they had been invited to set themselves.

Moving the successful amendment, Mr George Carter, one of the teacher advisers to Mr Auld during the inquiry, said he wanted undersubscription, poor exam results and other factors as reasons for anxiety to be deleted from the resolution because no case had been made out for leaving them in.

Examination results varied from year to year because the children who could do them one year were not there the next. Far from there being any cloak of secrecy over some schools, parents were encouraged to come into them. It was not necessary for other people to know what was going on in them.

Mrs Mair Galrside, chairman of the authority's development subcommittee, said there was not a single ILEA secondary school which did not have a first class technical department. But the problem was staffing them. "We have recruited over 100 staff from industry yet we are still short", she said.

When the Auld report, which had already been received by the schools subcommittee in July and led to the resignation of the chairman, Mr Harvey Hinds, was presented to the committee, Mr Vigars said he was concerned that the education officer had been asked to report on the role of himself and other senior colleagues. Should not the director-general or some other person be invited to join in the investigation?

Mr Mervyn Scorgie, another member of the opposition, said he thought such a step would make the whole situation look fairer to the teachers at the school who were facing disciplinary action.

Sir Ashley replied that he objected to bringing in outside people. There was a staff code which had to be conformed to and that said the person to conduct inquiries should be the head of department.

But as the William Tyndale teachers had made complaints against the education officer, he had referred the matter to the director-general as the only person with the necessary competence.

Mr Vigars said one of the most disturbing features of the Tyndale report was that individual officers of the authority knew what was happening two years before any information was put before the schools sub-committee. Mr Auld had commented that the authority was reluctant to be seen to be interfering in the affairs of the junior school.

"Our solution is a greater devolvement of responsibility to local committees without the umbrella of ILEA, if necessary."

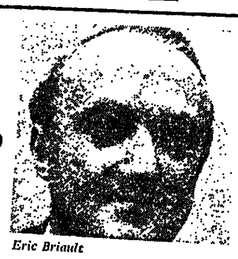
Mr Vigars said his side of the chamber had time and again drawn attention to standards in schools.

A change of attitude to the inspectorate was now noticeable in the authority. "What a tragedy there had to be a William Tyndale to bring it out", he remarked.

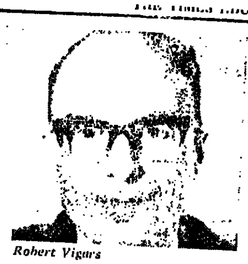
Sir Ashley said steps had already been taken to ensure information flowed to the right people and to strengthen the inspectorate. But the £4,000dollar question was what happens when teachers fail to take inspectors' advice? "We can't accept a situation where the teachers are failing but there's nothing we can do about it", he said.

Sir Ashley thought that if there were other William Tyndales in inner London they would have heard about them.

Mr Carter hoped members of the teaching profession, struggling to carry on with all the problems of inner city schools, would not be disheartened by the remarks of Mr Vigars and start applying for jobs in easier places.



Eric Briault



Robert Vigars

Suspended St rally support

A rally in support of the su chers from William Tyndale s who are facing disciplinary p will be held on Monday at the Conway Hall, London.

Also on Monday night the gers of William Tyndale s school will be holding their routine meeting of the new year.

Organized by the William Ty Support Group, whose membe include a strong element from North London Teachers Associ the rally is intended to show darity with the Tyndale teache days before they go before disciplinary tribunal that day in London Education Authority arranged for September 28.

On the platform, besides their Mr Terry Ellis, and the five m bers of staff who supported will be Mr Michael Duane, he head of Risinghill School, Islington which was closed by ILEA, and Dick North, Inner London secon NUT executive, who will be speaking in a personal capacity.

Mrs Dorothy McColgan, one the six teachers suspended on full pay pending disciplinary proceedings, said this week they were still hoping the ILEA would pay for their legal expenses. Chairman of the sub-managers, Mr Brian Tennant, said he expected their meeting to be quite an ordinary occasion. He explained that, although the managers criticized in the Auld report had announced they would resign, they did not specify a date which was why they were to be present on Monday. "We have always said we would resign at the appropriate time."

The Education Secretary is considering an application from ILEA to amalgamate the junior and infant schools and this could take place next January, provided an appropriate moment for the h managers' resignations.

Two Journals from the NFER

Educational Research

The Journal of the NFER aims to form a vital link between research and the classroom by offering those most involved in the day-to-day applications of research findings—teachers, planners and administrators—up-to-date information for evaluation and discussion.

The next issue will contain—among others—the following articles

Children with special difficulties : an ILEA action research project by the ILEA ;

The Lost status of adult education—some sociological reflections by June Purvis ;

A chapter of errors : "Teaching Styles and Pupil Progress in retrospect by John M. Gray.

The Journal is published three times annually, in November, February and June, to correspond with the academic year.

Annual Subscriptions date from the commencement of each new volume with the November issue.

The next Volume is Number 19 (1976/77).

The UK subscription is £4.75, and single copies cost £1.75.

The Journal of Moral Education

This is the only international journal in the field. Within the broad area of moral education and moral development, the Journal exists to publish three kinds of article : 'think' pieces of a philosophical kind ; studies and reports of classroom programmes in moral education ; and both empirical and theoretical studies of moral development in children and adolescents. It aims to be of value and interest to scholars and researchers, whilst remaining sufficiently readable to stimulate teachers and make an impact on educational practice.

From Volume 6 (1976/77) the Journal of Moral Education will be published by NFER on behalf of the Social Morality Council. The subscription for one volume will be £10, and covers three issues appearing in October, January and May.

Orders to :

NFER Publishing Company Ltd.,

2 Jennings Buildings, Thames Avenue,

Windsor, Berks, SL4 1QS.

Reflecting on the debate on progressive education and all that, I came across the following statement: "If I thought of a future, I dreamt of one day founding a school in which young people would learn without boredom, and would be stimulated to pose questions and discuss them ; a school in which no unwanted answers to unasked questions would have to be listened to ; in which one did not study for the sake of passing examinations."

Now, it might be thought that this was the view of some modish advocate of low standards, a trendy lefty anxious to sabotage all that is best in the European academic tradition. In fact, it is to be found in the recently published autobiography of Karl Popper, Popper, the world's greatest philosopher, is of course, often called in support of the propagandists of freedom of choice, and there can be no shadow of doubt concerning his liberal credentials.

I merely mention him in order to point out that there is no single connexion between the philosophy of liberalism and the curriculum. Progressivism is a good deal more liberal in the strict sense of the term, than is the traditional style of teaching ; and, to put the troubles at William Tyndale into perspective, supporters of freedom would surely find they had much more sympathy for Mr Ellis than for Mrs Walker.

Carrying on with quotations, what about this one ? : "A great deal of needless pain and friction would be saved to clever children if they were not compelled to associate intimately with ordinary contemporaries. There is an idea that rubbing up against all and sundry in youth is a good preparation for life. This appears to me to be rubbish. No one, in later life, associates with all and sundry. Bookmakers are not obliged to live among clergymen, or clergymen among bookmakers."

How reactionary can you get ? The author of the quotation is none Dr. Bowen, but Bertrand Russell who is much admired by many people on the left and is widely regarded as being in the vanguard of educational progressivism. It is well known that by clever, he means extremely clever, and his objection was to the kind of mixing of abilities to be found in most if not all of the public schools. But he can hardly be cited as an advocate of the principle of comprehensive education.

PERSONAL COLUMN

Maurice Peston

Stepping out of the mould

More generally on William Tyndale, I must say that I am rather worried about some of the responses to the Auld report. Clearly it was right for the chairman of the ILEA's school subcommittee to resign, although he himself does not seem fully to understand why. It is not at all a personal matter, simply that someone at the top must accept responsibility. The point has been put differently, and perhaps a trifle cynically : those who seek the plaudits and advancement that go with success can hardly logically reject the criticism and resignation that accompany failure.

But what of the teachers ? I am bound to say that in my estimation both sides come out of the inquiry better than could have been expected. Indeed, I would go further and suggest that Mr Auld may have overdone his strictures somewhat.

It may be suggested that what happened at Tyndale was unique, to be interpreted in terms of local circumstances and an unfortunate concentration of incompetent and incompetent people, unlikely ever to happen again. I would like to believe so. But the only way such a conclusion could be established would be by an investigation into all London's (or, for that matter, the whole country's) primary schools. And in considering that, we should all reflect on how well we ourselves and the institutions we work for would stand up to the searching and detailed questioning of a Mr Auld.

The investigation being undertaken by Her Majesty's Inspectorate is to be welcomed, but equally the ILEA must take the problem seriously. The state of its primary schools cannot be taken for granted, and it is not only unsympathetic critics who feel the true factual position must be established. Far too many secondary heads and teachers complain about the deficiencies of the children coming to them for the matter to be dismissed lightly. Moreover, everybody agrees that while secondary schools may need remedial departments, much better investment of money and those resources would be in the primary schools.

I now go back to my quotations. John Stuart Mill was an opponent of the provision of education by the state. He could see that the state might require that every child should receive a good education, but should limit itself to this rather than go on and actually set up state schools.

At least one of his reasons was that "a general state education is a mere contrivance for moulding people to be exactly like another ; and as the mould in which it casts them is that which pleases the predominant power in the government . . . in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body". (Incidentally, for those interested in the continuity of history, it is worth recalling that Mill was Russell's godfather).

For one have always regarded Mill as a great if rather underrated political economist. Merely reference to him as the best representative of the "shallow syncretism" of bourgeois thinkers is unfair and unfounded. In this case, however, it seems to me that he was remarkably modern in his view that the consequences of the state provision of education have been nothing like what he predicted.

Indeed, the true state of affairs is precisely precisely the opposite. Far from the maintained sector producing a standardised product, the range of variation is remarkably large ; many of us would say far too large. Moreover, it appears to be the public schools whose objective is to produce people all from the same mould.

And to emphasize how paradoxical is choice in education, that appears to be precisely what fee paying parents want. One can go further and point out that the comprehensive schools contain plenty of examples of young people who have fled from the private sector precisely to get out of the mould and obtain a modicum of variety and flexibility.

Tameside probe into boys v girls

by Stephen Cohen

The Equal Opportunities Commission is to mount a major survey on sex discrimination in secondary schools throughout the country.

The commission asked its education sub-committee on Monday to set up the investigation on "possible discriminatory provision in secondary education". At the same time the sub-committee will look into allegations of discrimination at Tameside, Greater Manchester.

Parents have complained that more than twice as many grammar school places were offered to boys as girls in Tameside after the council won its legal battle to preserve selection. A spokesman for the commission emphasized that the investigation was not concerned with the type of secondary education offered in the borough but solely with equality of opportunity as between boys and girls". The inquiry will look at the effect the revised scheme had on equality of opportunity in education.

The borough had been due to go fully comprehensive in the Conservative victory in the local elections produced a change of direction and a plan to preserve grammar schools. There then followed a long battle through the courts, ending in defeat for the Education Secretary at the time, Mr Fred Mulley.

Unlike investigations into alleged discrimination in other areas, the commission will not be able to issue a non-discrimination notice if Tameside is found to be in breach of the Sex Discrimination Act, 1975. A section of the Act prevents the commission from serving a notice on the council. Instead a report will be sent to the Education Secretary who will then be placed in the unenviable position of having to decide whether to invoke Section 68 of the Education Act, 1944 to require the council to exercise its duties reasonably.

It was Section 68 which Mr Mulley relied on for his case against Tameside. A decision by the new Education Secretary, Mrs Shirley Williams, to proceed against the council on the same lines would have to be taken very carefully.

The other avenue for the aggrieved parents who complained to the commission would be to start civil proceedings. But, Mrs Betsy Hales, leader of the parents' action group, said they could not afford this. "Civil proceedings would cost a lot of money", she said. "That's an avenue we won't be walking up."

Mrs Hales said she was delighted that the commission was starting an inquiry. "They are saying they agree with us that there is something wrong. " For 30 years statistics have proved that girls are brighter than boys at the age of 11. Yet girls only get 99 places out of 240 under the selection scheme."

Mrs Hales contrasted one 11-year-old girl with a reading age of 14, who did not get a grammar school place, with a boy who got 0 out of 20 in a maths test but did get in "Something is wrong there", she said. "If ever there was justification for a Minister to intervene under Section 68, surely it must be now."

A spokesman for the commission in Manchester said it was not known how long the national enquiry would take or how it would be carried out.

Pre-school care 'Shameful'

Pre-school care and education in Britain is "shamefully inadequate," according to Mr John Hipkin, until recently Director of the Advisory Centre for Education.

Three-quarters of the nation's under-fives are still without any pre-school education and expenditure cuts are going to make it difficult to maintain even the present meagre supply of existing nursery provision, he said on Wednesday.

In a new ACE publication dealing with pre-schooling, Mr Hipkin says that, of 2,500,000 children aged between two and four in England and Wales, only 14 per cent receive any kind of full-time pre-school education.

Of these only 4.7 per cent were in nursery schools. The majority attended nursery classes within primary schools. A further 78,000 under-fives received part-time nursery education in maintained nursery schools and classes.

This, says Mr Hipkin, leaves two million children not catered for by the state system.

The new publication *The Best of Where on Pre-schooling* (£1.50) is a collection of articles on the subject which have appeared in the magazine in recent years.

Volunteers are discouraged by the wage lag

Voluntary organizations find it difficult to recruit trained staff because they cannot pay as well as local authorities or offer as much chance of promotion.

The number of trained staff they employ and the amount of training they do should, however, be maintained, says a report by the Personal Social Services Council published this week.

Voluntary Social Service : Manpower Resources, based on a survey of 44 national voluntary organisations, says they provide a significant back-up to the statutory services. They also offer an important element of choice to the public.

The organizations studied included the National Council of Social Service, the NSPCC, Age Concern, Community Service Volunteers and the Spastics Society. The report predicts that because most of them intend to increase staffs by between five and 25 per cent, and because of inflation, they will find it hard to keep up levels of training and numbers of trained staff.

Voluntary Social Service Manpower Resources. Personal Social Services Council, Brook House, 2-16 Torrington Place, London WC1E 7HN. Price £1.20.

Bullying charge 'a smear'

The headmaster of a comprehensive in Derbyshire, has denied allegations of bullying at his school after a 15-year-old girl took a drug overdose, claiming that she had been attacked by other girls.

The girl at Aldercar Comprehensive School, Mannor, took 24 valium tablets on her way to school and had to have her stomach pumped out. The head, Mr Donald Cliffe, has sent a report on the affair to the school governors and the director of education for Derbyshire.

Mr Cliffe said this week there had been incidents outside the school, and it appeared the girl had been "pushed in the back" on her way home on the first day of term. "I am satisfied that there is no way the school could have anticipated or prevented this child taking these drugs. We have helped this family and others in every way possible."

He was planning no changes or further action as a result of his investigation. The girl's parents had not complained and it is expected to return to school after seeing a psychiatrist.

Mr Cliffe said he was unhappy that children at the school, which was not in a rough area, had been labelled "bullies" by press reports.

● A 13-year-old girl who ran away from home rather than return to the Lady Capel girls school in Faversham, Kent, at the beginning of term because she was afraid of being "picked on" by other girls, was returned to her parents by police last week.

The school's headmistress, Miss M. K. Beard said she was still mystified by what had happened. She had talked to the staff and other girls but had "drawn a blank". She saw the mother on Monday but had not seen the girl herself since the end of last term. Miss Beard said she understood there was no suggestion anyone had ever touched or threatened the girl.

Devolution will bring control

Devolution to Wales will not mean increased central control and interference in the running of the education service, Mr John Morris, Secretary of State for Wales told the Welsh conference of the National Union of Teachers on Saturday.

He said that when the devolution White Papers were published it was made clear that education would be devolved to the Welsh Assembly.

The freedom to determine its own expenditure priorities would be one of the most important powers which the new Assembly will have, he said. "For the first time the decision about the share which various services should receive will be subject to public debate here in Wales."

Most stay on in the south-east

The South-East has maintained its position as the region with the highest percentage of pupils staying on at school. Figures just published by the Department of Education show that 30 per cent of 13-year-olds stay on over 16 and 22 per cent continue at school until they are 17 or more.

The North-West is bottom of the table with 18 per cent older than 16 and 14.5 per cent aged 17.

The education statistics for 1974 also show that the percentage of school leavers with at least five O levels or one A level is exactly the same as in 1972, when 25.6 per cent of boys and girls left school with one or other qualification.

The percentage with two A levels fell slightly from 13.4 in 1972 to 13.1 in 1974.

Prospects for part-time day release courses have grown dimmer since 1970 when employers released 705,451 students. In 1974 there were 624,604. But the chances of further education for girls aged 18 and over have grown brighter: 64,879 were released in 1974, compared with 47,951 in 1970.

The statistics include details of Open University students for the first time. They reveal that one-third are teachers and 14 per cent describe themselves as housewives. The proportion of students with no formal qualifications increased slightly from 6.3 per cent in 1971 to 7.5 per cent in 1974.

Other tables show that the overall pupil-teacher ratio in state schools improved from 21.1 : 1 in 1973 to 20.8 : 1 in 1974.

Spending on libraries in higher education reveals the split between universities and polytechnics. The former had £20.58m in 1974 for librarians' salaries, books, periodicals and binding, the polytechnics £5.24m.

The total cost of the education service in 1974 was £4,182m. *Education statistics for the United Kingdom 1974*, HMSO, £3.80.

It's still a teachers' world

Evans Brothers, publishers of *Teachers World*, the classroom teacher's weekly for more than 70 years, would not confirm this week a rumour that they were thinking of closing down.

"I certainly can't confirm it", Mr Dick Everson, director of periodicals, said. "We are looking at the position of *Teachers World* more frequently than before. Like the *TES*, we have been hit by the drop in classified advertising. But no firm decision has been made."

With the launch of *Teachers World* Sir Robert Evans started the firm in 1906. Its circulation grew with the century and at one time was well over 100,000, higher at the time than that of the *TES*. It was particularly popular just after the Second World War when thousands of one-year emergency-trained teachers felt they needed all the extra-mural help they could get.

Circulation began to fall however and about 5,000 readers a year were being lost when Mr Ron Deadman became editor in 1969.

Under his editorship *Teachers World* picked up circulation again, although, in company with many periodicals, it did not sustain it. Its difficulties now came from lack of advertisers, rather than readers.

Present editor Miss Denise Reed would only say of final decision had been taken about the paper.

Rhodesia grant not cut off, says ministry

Allegations that the British Government has cut off the grants of over 500 of the 750 Rhodesian African students admitted to the United Kingdom last year were described as "woefully untrue" by the Ministry of Overseas Development this week.

The allegations were contained in a statement from the Catholic Commission of Racial Justice whose secretary, Mr Ignatius Chigwendere, is a Rhodesian African.

The statement says the grants are being withdrawn because of the students' poor performance in their studies during the last academic year. The number of Rhodesian Africans admitted to postgraduate courses this autumn has also been restricted, the statement says. Although the Ministry had 60 applications, only 11 have been accepted.

A spokesman for the Ministry said that there would be "relatively few" grants likely to be withdrawn.

"It certainly won't be in the hundreds", the spokesman said. "I don't know where he got his figures from. The British Council has to have reports from individual colleges and they are not complete yet. The number losing their grant may even be less than is normal for British students in a college here."

The spokesman also denied that only 11 Rhodesian African students had been admitted to postgraduate courses for 1976-77. "The number accepted is either 20 or 21", he said.

"And this is from a total of 1,600 applications from all over the world. Possession of at least a lower second in a first degree merely qualifies a student to apply for a postgraduate course. It does not guarantee acceptance."

He said the total of African students from Rhodesia currently receiving financial support in this country was about £1,100, costing £2.3m in the coming academic year. Of these 150 had been admitted for the coming academic year.

He agreed that there had been "a big influx" last year and that their academic range was very wide.

Mr Chigwendere said he had kept in touch with many of them and had also inquired of the Ministry. He was certain that about 70 per cent of the total were not to have their grant renewed.

He freely recognized that the academic standards of many of the hundreds who arrived last year were low but blames this on the British Government.

"The agreement reached between Commonwealth heads of states as far back as 1966 was that grants would be provided to Commonwealth students who had reached O level standards", he said.

"But last year the British Government failed to set up a machinery within Rhodesia for processing students to ensure that the most deserving had priority. Instead Heathrow was flooded with a lot of less-merited students, whose parents could afford the cost of travel."

The Reverend Elliott Kendall, chairman of the working party for Rhodesian students set up by the United Kingdom Council for Overseas Students Affairs, said that the flood of Rhodesian African students last year followed a Home Office decision earlier in 1975 to release them from the close scrutiny normal for overseas students.

"Evidence of financial support and of acceptance at a place of learning was waived", he said. "It did result in anybody who could raise the fare coming. Only about 100 were not accepted."

Reports that youngsters had been encouraged to come to Britain as part of a political manoeuvre to force the British Government to spend some of the £55m it had promised to spend on Rhodesian black education in the 1972 Pearce report were denied at last year's conference in London of the National Union of Zimbabwe Students.

Tuition for Degrees, Teaching and GCE

Wolsey Hall the Oxford correspondence college, offers really individual instruction by qualified tutors. The range of subjects and examinations covered is wide and includes subjects vital both to teachers and to those of their pupils leaving school without proper career qualifications.

Teaching —Courses cover the Postgraduate Certificate and Diploma in Education, ACP, LCP, London Certificate of Proficiency and the Cambridge Diploma and Certificate in Religious Studies.

London University External Degrees and Diplomas —Courses cover the BA Degree in English, History, French, Geography, and Philosophy, BSc Economics, LLB, BSc. Alternative I and Alternative II in Maths and Geography, BD, as well as the Extension Diploma in Sociology and the Extra-Mural Diploma in Theology.

Law —LLB and Bar Part 1

Business —Courses cover the following Institutes—Administrative Management, Bankers, Chartered Secretaries and Administrators, Statisticians, Linguists and the Bookseller's Association.

GCE 'O' and 'A' Level.

Remarkable Success Record

As well as a consistently good record of examination successes (87% in some degrees), Wolsey Hall students achieve the highest honours. Last year, for example, out of only three first class honours awarded by London University to UK candidates for the BA degree in English, two were Wolsey Hall students. This kind of result is achieved by a combination of the determination of the student and the thorough and frank methods of Wolsey Hall's tutorial staff.

A free prospectus is available from the Principal

WMM Milligan MBE TD MA
Department BD3
Wolsey Hall
Oxford OX2 6PR

or telephone 0865 54231 (Answafone after 4.45 pm)

Founded 1894
Accredited CACC
Member ABCC

Wolsey Hall OXFORD

Teach in France for a term

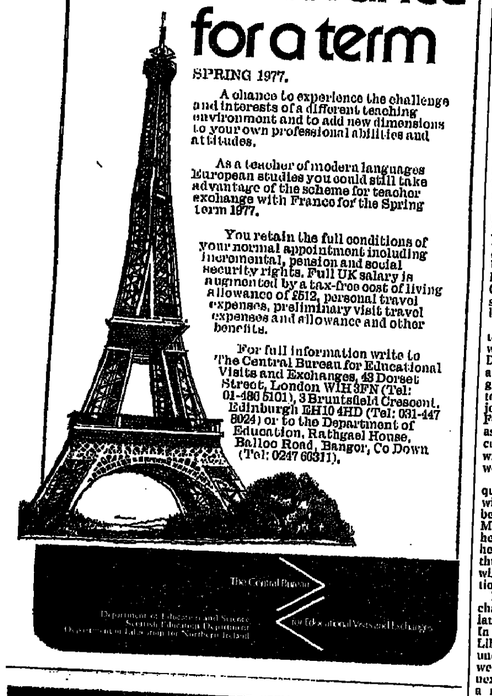
SPRING 1977.

A chance to experience the challenge and interests of a different teaching environment and to add new dimensions to your own professional abilities and attitudes.

As a teacher of modern languages European studies you could still take advantage of the scheme for teacher exchange with France for the Spring term 1977.

You retain the full conditions of your normal appointment including incremental, pension and social security rights. Full UK salary is augmented by a tax-free cost of living allowance of £612, personal travel expenses, preliminary visit travel expenses and allowance and other benefits.

For full information write to The Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN (Tel: 01-486 5101), 3 Bruntsfield Crescent, Edinburgh EH10 4HD (Tel: 031-447 8024) or to the Department of Education, Rathgael House, Balloo Road, Bangor, Co Down (Tel: 0247 66311).



aston index

a classroom test for screening and diagnosis of language difficulties

age from 5 to 14 years

LDA

materials for children with learning difficulties

SCHOOLS PROM

Applications for tickets to attend the next Schools Prom on November 29th and 30th should be made to the Royal Albert Hall, Advance Bookings, Kensington Gore, London SW7. Ticket prices are: Promenade Arena and Gallery 40p, Balcony 75p and £1.00, Loggia and Second Tier £1.75, Stalls and Grand Tier £2.00.

Cheques/Postal Orders should be made payable to the Royal Albert Hall, and a stamped addressed envelope should be enclosed when applications for tickets are made.

PROFILE

Will the new boss take up where she left off?

by Philip Venning

Mrs Shirley Williams must be the first education minister for years to end up where she expected. Although the educational church bells may be quietly ringing to welcome her back, she must have been the tiniest bit disappointed to return—albeit as boss—to the department she left in 1969.

It was all so predictable. With food subsidies on the way out, her job as Secretary of State for Prices and Consumer Protection was disappearing from under her. Upgraded by Mr Callaghan to give her more strength within the Cabinet and the Labour Party, she nevertheless failed to make the big time.

The Home Office was promised to Mr Merlyn Rees, to which otherwise she might have aspired. But Defence, although unpopular under a Labour Government, would have given her the chance she still needs to get away from the "women's jobs" which seem to be her fate. For someone who has been tipped as promising throughout her political life, she desperately needs a job where she can show what she is worth. Will education be that job?

Asked last year the perennial question about her career plans, with the usual speculation about being Britain's first woman Prime Minister, she shrewdly predicted her return to education. Not that her characteristic passion and enthusiasm have been dampened. Nor will the doubts surrounding education have reduced her interest in it.

Even while she was minister in charge of higher education in the late sixties, she foresaw its decline. In 1968 she told the Association for Liberal Education that the days of unquestioned education spending were numbered, and that in the next 10 to 20 years there would be a real dispute about the value of education.

By the time she left the DES in 1969 for the Home Office she had already started talks with vice-chancellors on ways of cutting higher education costs.

She returns to the discussions virtually where she left off. At that time she warned the vice-chancellors that because so many young people were passing two A levels, the demand for higher education was likely to rocket in the mid-1970s. Should the Government provide the extra places, or should the universities cut their costs, she asked?

The boom in A levels has not kept up, but the increase in the size of the age group is unavoidable. Seven years later the Government has still to decide what to do.

Mrs Williams's famous list of cuts was among some of the most radical and imaginative so far produced. Her suggestion that students should receive grants only if they agreed to be directed to specific jobs on graduation has a current appeal which no one then could have anticipated.

If it is true that Mr Callaghan is determined to make education more responsive to the needs of the economy, a modified version of this idea could soon be doing the rounds again.

Other parts of her plan included: student loans, restriction on overseas students, two-year rather than three-year courses, the reorganization of the academic year, and a new emphasis on part-time study.

But she had left the DES by the time the proposals were being widely discussed. She had come to it, her first ministerial job, two years earlier in 1967. At that time she was being tipped to take over from Mr Anthony Crosland, who was shortly to leave the DES. But it was not to be.

She had not long been in Parliament. It had taken her ten years before she was elected MP for Hitchin in 1964. But that was one of the few hitches in the career of someone whose progress in life seems inevitable, in spite of her slightly disarming appearance.

Lady Astor, on being introduced to her, is reputed to have said "You will never get on in politics, my dear, with that hair." But it was precisely her down-to-earthness, her apparent disregard for silly conventions, which made her so acceptable.

Interviewed in *The Sunday Times* this year, Dame Rebecca West put her finger on it." Mrs Thatcher is at a great disadvantage, because she is the daughter of the people and looks trim as the daughters of the people desire to be. Shirley Williams has such an advantage over her because she is a member of the upper middle class and can achieve that disarmingly kitchen-sink-revolutionary look that one cannot get unless one has been to a really good school."

Shirley Williams was born in 1930, the daughter of famous Thirties reformers Professor Sir George Catlin, and Vera Brittain, author of *Testament of Youth*.

Energetic tomboy—as a child she once climbed across the Thames on the underside of one of the bridges—she went to eight schools, partly because of her parents' progressive ideas of education, partly because she was evacuated to the United States during the war. She spent two brief spells at St Pauls', the girls' public school, and won a scholarship to Somerville College, Oxford.

At 16 she had joined the Labour League of Youth and her interest in politics never faltered. At Oxford she was chairman of the Labour Club; and after getting a second in politics, philosophy and economics she went to Columbia University to do postgraduate work on trade unions.

Returning to Britain in 1952, she was invited to work on the *Daily Mirror* but was sacked after a year. She then joined the *Financial Times*, where she stayed for four years.

In 1955 she married Professor Barnard Williams, and they had one daughter, Becky, who is now at Godolphin School, London. Her marriage broke up in 1974 after a lot of heart searching—Mrs Williams remains a practising Roman Catholic.

Meanwhile, her political reputation was being established. At the age of 29 she became the general secretary of the Fabian Society and brought together a group of bright young Labour politicians and outside experts to come to terms with awkward political issues.

In 1964 Mrs Williams finally made it to Parliament after three attempts and was promptly made Parliamentary Private Secretary to the Minister of Health. She switched to PPS at the Ministry of Labour, and then in 1967 became Minister of State for Education and Science.

To start with she was given responsibility for schools, and was soon announcing the Government's commitment in principle to the Plowden report. But nine months later Mr Patrick Gordon Walker became the new education secretary, and she moved to higher education where she was to make her mark.

During that period she had the task of selling the new polytechnics to a sceptical higher education world. She also made several notable speeches about over-specialization in exams and the educational needs of girls.

When the Labour Government fell in 1970 she became, in succession, Opposition spokesman on social services, home affairs and prices and consumer protection.

In 1970 Mrs Williams was elected on to the Labour Party national executive committee, and in 1972 topped the Shadow Cabinet poll along with Mr Reg Prentice. But her popularity was to take some wind of a beating when her passionate commitment to the Common Market brought her into a head-on clash with the Labour anti-marketeers.

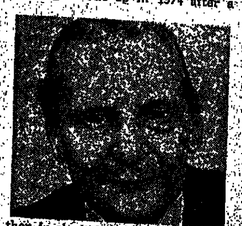
In 1974 she announced publicly that she would not stay in politics if the planned EEC referendum produced a majority in favour of voting out. This was regarded by the small number of enemies as a self-indulgent piece of personal publicity seeking which jeopardized party unity at a difficult time.

Since then she has clashed with left-wingers over economic policy, and there is no doubt that, although education is hardly the vehicle to extend her influence over Government policy, Mrs Williams will be taking a more active part in Cabinet and on the various Cabinet committees which she will continue to chair.

Mr Oakes goes back too

Mr Gordon Oakes, who took over this week as Minister in Charge of Further and Higher Education, replaces Mr Gerry Fowler, who was appointed in January. Mr Oakes leaves the Department of the Environment, where he was joint chairman of the National Waste Management Advisory Council.

This is not his first job in the Department of Education and Science. Between 1967 and 1970 he was a Parliamentary Private Secretary in the DES alongside his new boss, Mrs Shirley Williams, who was then in charge of higher education.



Mr Oakes was born in 1931 in Widnes, Lancashire, and he has been MP for Widnes since 1971.

Jarvis asks for morale boost

The National Union of Teachers welcomed the appointment of Mrs Williams as Education Secretary this week and clamped in a request for an early meeting to do up outstanding details from Mr Mulley's regime.

Mr Fred Jarvis, NUT general secretary, congratulated Mrs Williams on her appointment and asked her to restore morale in the education service. Mr Jarvis also asked for a change in Government policy where education is concerned.

Bullock in action would cost millions, says NUT

by Stephen Cohen

It would cost £1m each to carry out 55 of the Bullock Committee's recommendations on reading and English teaching, says the National Union of Teachers. Sixty-five other recommendations would cost nearly as much.

The remaining 110 proposals, although fairly cheap, could not be carried out on their own.

The union's commentary on the Bullock report, which was published in January, 1975, quotes the example of recommendation 98 which calls on teachers to devise ways of extending their pupils' interests in fiction and increasing their private reading. Taken in isolation, this is a low-cost recommendation, it says.

"Yet, such a change of approach on the part of the teachers will result in the children seeking out fiction and other books and then discovering, as the committee did, that 'many secondary schools have a disturbingly small number of library books per pupil'."

According to Bullock, 70 per cent of schools have fewer than 11 books for each pupil—the minimum standard set by the Library Association. About 44 per cent have fewer than eight books.

The union says, "The children will also discover no proper facilities for private reading." As a result, recommendation 98 can only be fully effective if two other high-cost proposals on providing books and libraries are implemented first.

The 17 principal recommendations of the Bullock report are examined in detail. The union says 11 have high cost elements in them. One ancillary helper in each of the 4,675 secondary schools would cost at least £3,791,425.

It would also be highly expensive to make sure that all schools had the battery tape recorders, projectors and other audio-visual equipment which the Bullock Committee believed to be important. Seventeen per cent of secondary schools do not have a radio; 13.6 per cent do not have a slide or loop projector, and 42.6 per cent are without a portable battery operated tape recorder.

A survey of local authority reactions to the report reveals that there has been little extra provision overall in in-service courses and little progress has been made in setting up home visiting schemes. However, extra advisory teachers have been appointed in some areas to support the work of the subject and general advisors in the field of language development.

Adult literacy is one area in which activity has been extended by all authorities, "although it is doubtful whether the Bullock report can claim credit for this".

Some are reading but there are not enough books to go round.

Few authorities indicated that extra money was to be spent on books and teaching aids. "Some considered that existing provision was reasonable; others were examining the role of the library services and possible redeployment of these resources. In most cases financial stringency was used as an explanation for the lack of progress in this field and underlines yet again the urgent need to establish a national working party to examine all aspects of school revenue" (one of the principal recommendations).

Few authorities had provided ancillary help and some schools had been told that if the help was made available it would have to be from existing provision.

"Many authorities indicated that further implementation of the report was limited and that progress would be subject to the necessary resources being made available. In several areas, working parties had been established to examine the implications of a 'language across the curriculum' policy and in others, reading surveys and screening techniques were the subject of discussion.

"It is clear that without financial support, even the most enlightened authorities will have difficulty in maintaining the present provision and there will be little opportunity to expand further."

Apart from its comments on the financial aspects of the Bullock report, the NUT agrees with the committee that the tests used to measure reading ability are inadequate. It is dissatisfied with the established series of national monitoring exercises. But the union is not complacent at the levelling off in reading standards found by the committee.

The wisdom of setting up a national monitoring of children's mastery of written language is doubted, but the union welcomes the attempts that are being made. Early detection of language problems is vital, it says, but heavy reliance should not be placed on standardized tests.

The union shares the committee's view that few colleges provide trainee teachers with a sound theoretical and practical base throughout their three or four years' training.

A language for life, NUT's commentary on the Bullock report, Hamilton House, Mabledon Place, London WC1H 9BD. 50p.

Week of marking gains and losses

The Council for Educational Advance has declared a national education week from November 7 to 13 and is planning numerous public events to draw attention to cutbacks in education as well as publicizing the positive value of what goes on in schools and colleges.

It hopes the campaign will be blessed on Education Sunday two weeks before battle commences. There is some uncertainty, though, about whether Anglican and Roman Catholic priests will refer to the week. Church representatives have not assured the council that the message will be broadcast on October 24, the traditional day for prayers and sermons on the importance of education.

The council is billing open days and open evenings in "thousands of schools and colleges", public meetings, demonstrations, concerts, plays and pageants "to demonstrate the positive value of education to our national life".

The idea is that the public should be shown the good bits of education and then told: "Next year this activity will not be possible because it has been cut from the budget." So sports events should be used to draw attention to cuts in swimming lessons and the hosting of baths, says the council's news-sheet.

Local petitions and lobbies of councillors may be organized and plans are being made for national activities. Mr Henry Clother, head of publicity for the NUT and secretary of the council, said that Mrs Shirley Williams, the new Education Secretary, would be invited to speak during the week. "We will offer her a platform on which she can state where she stands."

There are seven CEA groups in the country—Manchester, Leicester, Brighton, Brent, Haringey, Coventry and Gravesham, Kent. Mr Bill Gooden, the national chairman, said he did not expect to get large numbers turning out in support, "but if we begin to get concern we shall have done a great deal more than has been attempted in recent times".

He hoped there would be at least some local lobbying to make it clear to councillors that there was concern about education. If there was one demonstration by ratepayers against cuts, he would regard the campaign as a success.

Mr Clother said that if there was not a groundswell of support the council would have to work harder. "We are running a flag up the mast to see if people salute it."

Nearly 50 organizations are affiliated to the CEA, including industrial and white-collar trade unions, religious bodies, political parties and community organizations.

Human Rights body to probe Scottish belting

The European Commission on Human Rights has appointed a rapporteur to gather evidence on the effects of corporal punishment in Scottish schools.

This follows complaints from the parents of a seven-year-old Glasgow boy that Strathclyde Regional Council refused to guarantee that he would not witness or receive the belt. The parents, having exhausted all internal channels, then reported the council to the commission in Strasbourg.

Their case is being supported by the Scottish Council for Civil Liberties. Although the reference is a specific one, the rapporteur is expected to make general observations on the effects of the use of the belt in schools.

Miss Lois Aitkenhead, a voluntary case worker with the SCCL, says the appointment of an investigator is itself a breakthrough. Many cases went to the commission and were rejected. The procedure is that the rapporteur makes his recommendations which will go to the European Court for approval.

Miss Aitkenhead did not know how long the investigation would take, but said the commission's examination of the Isle of Man birching case took five years. The court's decision should be binding not only on schools in Strathclyde but throughout Scotland.

Strathclyde Region, she added, had said little in its defence except that it would be impossible to maintain discipline in schools without the last resort of the belt. "There is something far wrong in Scottish schools if the teacher cannot control a class without the use of this barbaric instrument. Instead of belting kids, we should be looking at the underlying reasons why classes cannot be controlled without the belt."

A spokesman for Strathclyde Education Authority said they had had no formal notification of the case or the circumstances and therefore could not comment.

On Monday Councillor Albert Long, chairman of the Regional Social Work Committee, announced that he would be proposing a motion to the full council next month that the strap in schools be banned. He said it had done nothing to lessen delinquency in Scotland.

The social work department would never dream of belting children who were in their care and he did not see why the education system should condone it. Councillor Long felt that teachers had had long enough to phase out corporal punishment: the end was still not in sight.

Education authorities should therefore insist on banning the belt. He hoped the effect would be to make teachers rethink their attitudes to discipline.

The rapporteur will make his investigations under Articles 2 and 3 of the commission's charter. Article 2 deals with parents' rights to have their children educated in line with their educational and religious philosophy. Article 3 is concerned with inhuman treatment and punishment.

The Department of Education and Science has received a formal complaint that last month's decision of Newcastle education authority to use a heavier strap was unreasonable, and that the Department should intervene under section 68 of the 1944 Education Act. The Portia Trust, whose main concern is with battered wives and their children, has written to the Secretary of State asking her to change the Department's normal policy of leaving corporal punishment to the discretion of individual authorities.

The trust says it was told not to expect a reply for three or four weeks while the DES considers the legal and policy implications of the request. The trust is considering taking the issue up with the European Commission if the country "cannot put its own house in order."

Teachers of Secondary English—does back to school mean back to basics?

COMPANION TO ENGLISH

by Haydn Richards

Excellent revision and examination material covering all aspects of English Language for older pupils who need practice.

It includes the topics necessary to acquire basic skills in writing and speaking and plenty of practice for individual and class work.

Opposites – Synonyms – Homonyms – Proverbs – Abbreviations – Idioms

- Exercises in each section – many illustrated
- May be used for grammar reference
- Suitable for average and below average students
- Extensive coverage of comprehension and creative work
- Laminated, dirt-resistant cover

The text of *Companion to English* is similar to that of *Junior English Revised*, which has withstood significant set adoption and widespread classroom use. This successful method of *teaching* and *testing* English Language can now be used with older classes, where its title may previously have caused difficulties.

Junior English Revised is still available for junior schools.

Ginn & Co Ltd, Elsinore House, Buckingham Street, Aylesbury, Bucks HP20 2NQ

TO SEND FOR INSPECTION COPIES

cut coupon and return to address shown

Please send me inspection copies as ticked:
Companion to English ☐ *With Answers* ☐

Name: .....

School: .....

Address: .....

.....

Ginn & Company Ltd
Elsinore House Buckingham Street
Aylesbury Bucks HP20 2NQ

COURSES

UNIVERSITY OF EXETER
School of Education

ADVANCED
PROFESSIONAL STUDY

Bachelor of Education in Advanced Studies

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience. The course consists of one year full-time study with the completion of a dissertation by part-time study.

The following special fields of study are available:
COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIAL & SPECIAL EDUCATION, and SOCIOLOGY OF EDUCATION.

Diploma in Education (Music in Education)

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience for this one year full-time course, offered jointly with the Dartington College of Arts and based at Dartington.

Full details of Diploma and B.Ed. courses are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

Master of Education

Applications are invited from teachers with at least three years' teaching experience and with either a good Honours degree or an Advanced Diploma at a high standard for one year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

The School of Education also offers registration for the degrees by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good Honours degrees or an Advanced Diploma at a high standard. Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Applicants for Diploma, B.Ed. or M.Ed. courses who are L.E.A. teachers are eligible for secondment on full salary; other teachers may be eligible for grants from Local Authorities.

The Polytechnic of North London | City of London Polytechnic

MSc Quaternary Studies (CNAA)

The two Polytechnics offer a new part-time course, commencing in January, 1977, leading to an MSc in Quaternary Studies. Run jointly by the Department of Geography at the Polytechnic of North London and the Department of Geology and Geography at the City of London Polytechnic, it is designed to take full advantage of the facilities of both institutions.

The course aims to promote a fuller understanding of the Quaternary period. It is hoped that the skills acquired on the course will contribute significantly to the status of graduates as researchers, in relation to the fields of physical geography, geology, botany, zoology and archaeology, or to further their careers as teachers or lecturers in these disciplines.

Over a period of two years, teaching takes place on two evenings a week, for three hours each, with field work during days or weekends. The degree will be awarded on the basis of a written examination, and the submission of a thesis.

Applicants should have a good honours degree in a subject related to the study of the Quaternary. Further information can be obtained from the Admissions Office, Room 365, at the Polytechnic of North London, Holloway Road, London N7 8DB.

ALMOST 600,000 PEOPLE READ
THE TIMES EDUCATIONAL SUPPLEMENT
EVERY WEEK.

Find out how to reach them cheaply—
Call our Advertisement Department
on 01-837 1234

The Times Educational Supplement

While the Liberals at Llandudno hold the first annual conference since the trauma of their leadership struggle, they are also discussing their first policy statement on education in three years. STEPHEN COHEN reports

Common core plus the chance to shine

The Liberal Party enters the debate on comprehensive education today with a major policy document that says some comprehensive schools should be more equal than others.

"Focus on Education" is the first Liberal statement on education for three years. It has been produced by working parties of Liberals from all over the country. Comprehensive reorganization should not result in uniformity among secondary schools, the document says. Liberals want to explore ways of expanding choice.

"Where it is impossible to provide a full range of course and subject choices in every school in a locality, it should not be regarded as a breach of the comprehensive principle for one school to develop a specialty in one subject area, such as music or technical subjects.

"A core curriculum, common to all schools, should be considered a prerequisite, but we consider it essential that the comprehensive school system should develop its own centres of excellence so that specific talents do not lie undeveloped and so that special teaching skills are not too thinly spread.

"We recognize the dangers of making some comprehensive schools 'more equal than others' but we can see the benefits of as many schools as possible striving to achieve their own areas of excellence. We do not regard this as incompatible with the duty of every comprehensive school to provide a sound general education to pupils of all abilities."

Liberals do not want their interpretation of choice in education to be confused with the Conservative Party's. "Choice only for the few who are lucky enough to be well-endowed financially or academically is unacceptable to us both politically and educationally." However, a Liberal Government would not abolish independent schools but remove their special charitable status and the tax relief that goes with it, and would end support from public funds.

"Liberals do not support the continuation of the direct grant schools, although they regret the haste with which reform has been carried out, resulting in the loss to the state system of many good schools. There can, however, never be a truly comprehensive system of education while the local education authorities continue to pay for selected children to attend schools outside the comprehensive system."

Parents' choice of schools should not be limited only to the local education authority where they live. There should be reasonable access to schools in neighbouring areas, the document says and to give parents enough information on which to make a choice, all schools should publish prospectus describing the methods of discipline and the style of teaching. "If a school prides itself on being traditionalist or on being experimental it should say so", the Liberals declare.

"It is believes in the maximum degree of teacher and pupil participation it should say so. If it believes that examination success is the over-riding purpose of education, this should be made clear; and if its ethos is essentially religious or secularist, humanist, parents are entitled to know that too.

"The nature of a school's disciplinary system is also of importance. Many confrontations with authority might be avoided if parents and pupils knew more about the 'contract' they were entering into when enrolling at a particular school."

The Liberal commitment to continuing education is reaffirmed, and the document says spending on post-16 education should not be regarded as an optional extra but given a high degree of priority. A unified post-school system is advocated with the merging of polytechnics and universities under a single grants committee which would cut out waste and duplication of courses.

"The education of the 16-plus age group should be considered the first phase of adult education rather than the last phase of school education. It is essential that all young people at 16 should be aware of the full range of career and educational opportunities open to them and we consider that information and guidance should be given to them by the age of 14.

"We reject the artificial division between education and training and advocate the closest cooperation in the planning of courses between the Training Services Agency on the one hand and the DES, local education authorities and colleges on the other. One way of extending learning opportunities while making use of existing resources would be to open all courses of 16-plus education, whether in schools or colleges, to people of any age."

The importance of science and technology in schools is spelled out in a separate section.

"As a matter of urgency there should be measures providing for positive encouragement in favour of the teaching of science and technology in schools (in association with further education colleges) and also in favour of those students pursuing further studies and training in these fields."

Every school should have a core curriculum, the document says. This would include specified standards of literacy and numeracy for each stage of education with tests to see if remedial action was needed. Work experience for older pupils is recommended.

"Teachers should be able to devote their time and energies to serving their pupils constructively without being distracted by disruptive students. New curricula and methods might go some way to reducing these difficulties but pupils who persist in making life intolerable for others should be removed for separate remedial treatment."

A national council is proposed to consider education as a whole, produce recommendations and determine priorities. "Education is a national economic resource and its efficient planning should have a much higher priority than it does at present. Liberals emphasize the importance of coordinating the provision of further, higher and adult education and the necessity of relating educational provision to the manpower needs of industry.

"Central direction on educational policy has been inconsistent in general, and Liberals consider that the whole process of educational planning and policy-making requires reappraisal. A national, independent, representative, standing committee is desirable." A separate report will be published later on this.

A short section on primary schools says parents should be more involved inside the classroom.

On nursery education, the document says local authorities should be required to take up the funds allocated to them by central government for building nursery schools, instead of being allowed to refuse them as at present.

The chapter on special education urges the integration of handicapped pupils into ordinary schools which should be given extra teachers and money.

Appointments of teachers should be in the hands of a school head and his or her staff, the final chapter says. Sub-committees of the school's governors would choose senior staff.

One-third of the governors should be nominated by the local authority with minority political representation as well as majority. Another third would be drawn from the staff of the school, both teaching and non-teaching. There should be one or two parents on all boards, representatives of secondary schools on a primary school board and one or two senior pupils in the case of secondary schools.

"The governing body should concern itself with appointments of staff, dismissal and suspensions of pupils and, in an advisory capacity (with the right to call for reports) with the curriculum of the school."

THE LONDON MUSIC SHOP LTD
Old fashioned service with modern efficiency.

Last year the LMS. established in 1925, inaugurated its new Mail Order Division in brand new and spacious premises. The company is now able to deal speedily and efficiently with school accounts in all parts of the UK and abroad. Generous discounts are available on our comprehensive range.
Phone or fill in the coupon below for your full colour 108 page catalogue plus 1976 price list.

LMS

The Specialists in music merchandise for schools

To: Best Woodall, The London Music Shops, 6 Valmar Trading Estate, Valmar Rd, London SE5 9NW Tel: 01-737 2468
Please send me your full colour 108 page catalogue and 1976 price list
Name
Address

HE may be left in the lurch

from Paul Moorman

Higher education should not assume that it would automatically benefit from the next upturn in the economy, Mr Gerry Fowler, Minister of State at the DES until last weekend's Cabinet reshuffle, warned here on Wednesday.

In a keynote speech to a major OECD conference on institutional management in higher education, Mr Fowler said that investment in the tertiary sector in the boom period of the 1960s had been based on unreal expectations.

"Politicians had now realized this and would be wary of committing resources again to higher education on such a scale. They no longer believed that investment in education provided a solution to social problems which had their origin outside the education system.

Instead, he said, higher education would have to accept that government money might, in future, be channelled as a priority directly into housing, welfare and employment programmes.

Extensive research had been published, particularly by Coleman and Jencks in the United States, to show that higher education did not provide "the panacea to social and cultural problems that some once seemed to see in it."

In a period of retrenchment, universities should concentrate on their fundamental role, said Mr Fowler. This was the "preparation of students for a vocation. It had been the primary concern of the institutions of higher learning in medieval Europe.

He urged universities not to adopt the Canute-like stance of trying to order "less noble" institutions of higher education to aim for vocational instead of academic excellence.

Rather, the universities themselves should be re-emphasizing the vocational objectives which they were created to pursue and which they had once proudly possessed. "Vocational" should not be confused with narrow vocationalism.

Universities should also be devoting more of their energy to the career counselling of their students. Such an activity would in no way presuppose a lowering of standards of excellence.

Mr Fowler said: "Those engaged in higher education could usefully spend a higher proportion of their time explaining to children still at school what are the educational and career opportunities linked to their proposed degree courses.

"I would suggest that this approach avoids the crudity of oversimplistic manpower planning, while demonstrating the will of the higher education system to meet the manpower needs of the economy as best it can."

Institutions of higher education, too, would have to abandon the "more extreme" forms of autonomy if they were to make a case for expensive state aid.

The autonomy of the teacher was a prime example, said Mr Fowler. It was necessary to reject "the deep-seated belief that the professional self-respect of the teacher can only be safeguarded if he uses teaching material prepared by himself.

"I hope that the success of the Open University will lead us to more generally question that doctrine. There, almost no material that issues from the universities can be said to be the work of one man alone; and most of the teaching is done by other than those who have prepared the teaching material."

Substantial savings could be made, he said, if this principle were widely applied. "A lecture that is going to be delivered substantially unaltered for, say, six years would be better committed to audio or visual cassettes, with the personal appearance of the lecturer necessary only for the annual updating of what he wished to say."

The conference was being attended by more than 300 administrators and heads of institutions of higher education from the 24 OECD member states. A 36-strong contingent came from Britain.

No tag on the admin men

The Department of Education has admitted that it does not know how many administrators are employed in the education service and whether their numbers have increased or fallen since 1964.

An exchange of letters between Mr John Pardoe, Liberal MP for North Cornwall, and Lord Donaldson, Minister of State at the department, has left Mr Pardoe unhappy about the efficiency of the education service. He had asked for details of the number of administrators employed in 1961 and 1975 in each education authority, but was told that the information was not available.

Earlier this year Mr Pardoe tried to find out how the department measured the efficiency of the education service and its productivity. "I received the astonishing response that such things were considered immeasurable", he said in a letter. "Now I find that this is not the only thing that is considered immeasurable.

"Even a fairly simple aspect of educational efficiency such as the number of employees involved in administering the service is also unknown to your department. I am beginning to wonder whether your department knows anything at all about the efficiency of education.

"It is, after all, presiding over the expenditure this year of some £6,000m of public money. That is a lot of cash to be throwing up into the air."

Lord Donaldson said in his reply that the statistics did not distinguish between administrators and other staff like school cleaners and cooks, although it was known that a very small proportion — perhaps 10 per cent — were clerical and administrative.

In any case, even if the figures were available, they would not be comparable because there are now 105 local authorities, instead of the 162 before local government reorganization. "While I fully share your concern to see that resources are used in the most effective way, I cannot agree that £6,000m is merely being thrown up into the air", he said.

Half-fare for students

Members of the National Union of Students will be able to travel to college by rail for the start of the autumn term for half fare. For the first time since the student railcard was introduced two years ago it is already available, at £6.50, in NUS travel shops. Previously students could buy the card only after arriving at college.

Also, for the first time the card is available to students up to the age of 30. The previous limit was 29.

Swedes call off strike as 'guests' get jobs back

from Mike Duckenfield

STOCKHOLM

British and American teachers at the Anglo-American School in Stockholm, Sweden, have ended their two weeks' strike over union recognition and the renewal of teachers' contracts.

The school, a private, fee-paying institution which takes about 400 four to 16-year-olds mainly from the families of diplomats and businessmen, reopened this week after the school board of governors had conceded the teachers' demands.

A collective agreement on working conditions, previously resisted by the school, is to be signed between the board and Sweden's largest teachers' union, Sveriges Lärarförbund, which represents most of the 25, mostly British, teachers.

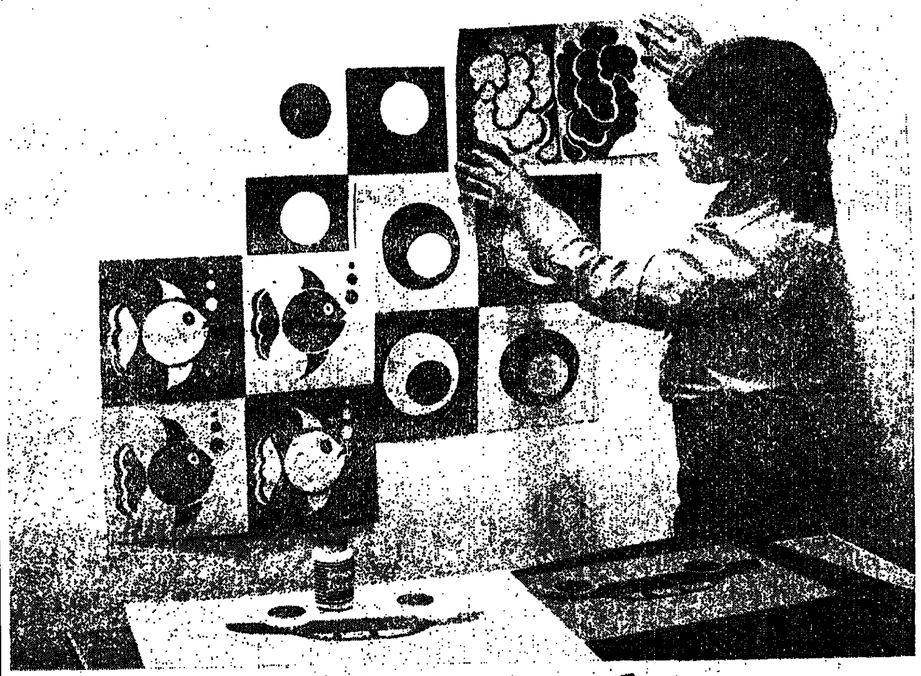
This will mean the end of the present one and two year contract system by which the school has made use of an Anglo-Swedish tax agreement to recruit cut-price staff.

The tax agreement allows guest teachers and researchers working in Sweden for not more than two years to be tax exempt. At the end of the two years the school had generally not renewed employment contracts so as to avoid paying higher salaries.

In future, members of the union working a certain number of hours in one year will have to be offered at least the same amount in the following year or be paid equivalent wages. This ties up with a Swedish law on job security passed two years ago.

The two English teachers whose contracts were not renewed at the end of the last school year have been reemployed and this year's three recruits, two from Britain and one from the United States, who were to take their places, have been guaranteed continued employment.

The strike and seven weeks' boycott on new staff by the Swedish union had been supported by the National Union of Teachers, which had joined in attempts to stop British teachers being recruited to the school until a collective agreement had been reached.



Child's play!

The latest worksheet in Copydex's series of creative handicrafts is called "Let's make Patterns".

It explains how to make highly-decorative positive and negative pattern pictures by cutting out shapes from contrasting paper and sticking them down.

"Let's make Patterns" is fun. There's wide scope for each child to express himself individually. And because the only extras are Copydex adhesive and coloured paper, it's inexpensive.

Send the coupon for six illustrated copies of our easy-to-follow worksheets and one teacher's notes.

Copydex – the clean adhesive for the classroom

To: Dept T9, Copydex Ltd., 1 Torquay Street, London W2 5EL.
Please send me 6 copies of 'Let's make Patterns'. (The worksheets and teacher's notes are free but please include 13p in stamps to cover postage and handling).
Name
Address

COLLAGE EXHIBITION DIARY

Aug. 24 – Sept. 19
Midlands Art Centre
Birmingham

Oct. 2 – Oct. 28
Lantern Gallery
Manchester

Nov. 15 – Dec. 11
First two weeks:
Art and Design Centre
Belfast
Second two weeks:
Northern Ireland Polytechnic
Jordanstown Co. Antrim

Myths demolished by report on the 16-year-olds

The National Children's Bureau finds that teenagers are remarkably conventional. PHILIP VENNING reports

About half the first group of RSLA children were truants at some time during their extra year at school, according to an authoritative study published by the National Children's Bureau last week. But only a quarter said that they would definitely have preferred to have left school at 15.

The study, of almost all the children born during one week in March, 1958, is the most accurate picture of the immediate effects of RSLA ever likely to be produced. This same group of 16,000 children (and their parents and teachers) came under a similar detailed scrutiny when they were seven and 11.

Work is now in progress on comparisons between the three sets of findings. And the NCB is hoping to follow their sample right up to adulthood, marriage and childbearing.

Although the 16-year-old's experiences of school and attitudes to education form a large part of the study, the researchers also looked at the children's health, family life and social life.

The findings go a long way to demolish myths about young teenagers being bored and lethargic or aggressive and iconoclastic. They emerge as remarkably conventional.

The findings also provide an arsenal of ammunition for both sides in the educational war. The figures on truancy are likely to be particularly controversial.

One of the main difficulties arises over the definition of truancy, the report says. This partly explains why the teachers, parents and children gave conflicting answers.

The teachers considered that only a fifth of the children had played truant to some extent during the previous year, and one in 12 were hard-core truants.

The parents were even less aware of truancy. Only three per cent said their children were regular truants and another ten per cent said they did so occasionally.

Parents were also asked if they had found it necessary to keep their child off school in order to help at home, to which 12 per cent replied that they had. "This may not have been considered as truancy by the parents but may well have been included by teachers in some cases", says the report.

The most dramatic evidence came from the young people themselves. Asked "Have you stayed away from school at all this year when you should have been there?", 52 per cent said that they had.

"Can this dramatic figure be accepted in any sense as an accurate estimate of truancy? This really depends on the children's interpretation of our question. Although this was not implied in the question, some may have taken it to include absences due to ill health or other legitimate reasons", comments the report.

"Some indication of the validity of this figure can be obtained from a further question which was put asking for the children's reasons for staying away. We cannot yet analyse this fully, since it was possible to indicate more than one reason.

"However 20 per cent of all those completing the questionnaire said that they had stayed away because they were 'fed up with school'; 10 per cent because they 'had to help at home'; 12 per cent because they 'wanted to do something special away from school'; and 23 per cent for some other unspecified reason."

Because this group of children was the first to be affected by RSLA, parents and children were asked about their attitude to it.

"Thank God we can't read"

Only a quarter of the children definitely would have preferred to leave school at 15. But nearly half did not think that people their own age should be forced to stay at school if they did not want to.

The most common reason given by parents for wanting their children out of school was that school was not doing them any good. Eight per cent said that the child could have taken a job or started some kind of training, and only 3 per cent mentioned financial reasons.

The report also provides valuable information about the academic standards of this group, many of whom have come in for heavy criticism from employers.

English teachers were asked whether the children were able to read well enough to cope with everyday needs, such as reading newspapers, notices and so on. Only 1.6 per cent of the children were definitely classed as functionally illiterate while another 0.2 per cent were virtually so.

Maths teachers were asked a similar question about the ability to do the sort of calculations used by an ordinary shopper. In this case 2.6 per cent of 16-year-olds were judged to be innumerate, and another 0.2 per cent fell into a grey area.

The teachers were also asked to classify pupils according to their academic abilities in different subjects. In maths they estimated that 11 per cent would be capable of an A level pass; 20 per cent an O level or CSE grade 1; 33 per cent a CSE grade 2 or 3; 18 per cent were doubtful CSE entrants; and as many as 17 per cent were judged to have no ability at all in the subject.

The children emerge best of all in the English ratings. Here the teachers thought 16 per cent were A level material; 26 per cent were capable of an O level or CSE grade 1; 33 per cent a CSE grade 2 or 3; 14 per cent were doubtful; and only 11 per cent were completely hopeless.

In modern languages, and to a lesser extent in science and social studies, relatively large numbers were considered unlikely to pass any public exam.

The pupils were also asked to rate themselves and these findings more or less bore out the ratings given by the teachers.

Says the NCB: "For each of the young people in the study teachers were asked whether any special help within the school was being given.

"First, they were asked about help being given because of any 'educational or mental backwardness'. Seven per cent were said to be receiving some such help, but for two per cent this was said to be not as much as was needed. For a further 2 per cent teachers indicated that no help was being given, but such provision was desirable.

"In general teachers do not seem to share the often-expressed concern for special provision for 'gifted' children. Just 0.4 per cent were said to be receiving some help because of 'educational or mental superiority'. For only a further 0.2 per cent was such provision considered desirable.

"Five per cent were reported as receiving help because of behaviour difficulties and this included 2 per cent for whom this help was said to be not as much as needed. The proportion not receiving help, but whose teachers thought it was desirable for this reason, was 3 per cent."

The teachers also reported that in the case of 44 per cent of the 16 year-olds, neither parent had visited the school to talk over their progress.

But as table 1 shows the teachers felt that the great majority of parents took some interest in their children's education.

TABLE 1

	Father %	Mother %
Over-concerned about the child's progress/ expecting too high a standard	2	2
Very interested	33	37
Showing some interest	29	32
Showing little or no interest	19	17
Can't say	17	13

The study also reveals that corporal punishment is still widespread in schools, although as the figures include Scotland and Northern Ireland, its use may be less common in England and Wales. The details of punishment (see Table 2) were supplied by the headteacher.

In addition they were asked about expulsion: 15 per cent had had to expel at least one child during the previous year. "This may be an underestimate since some headmasters indicated that some long-term suspensions were in practice de facto expulsions."

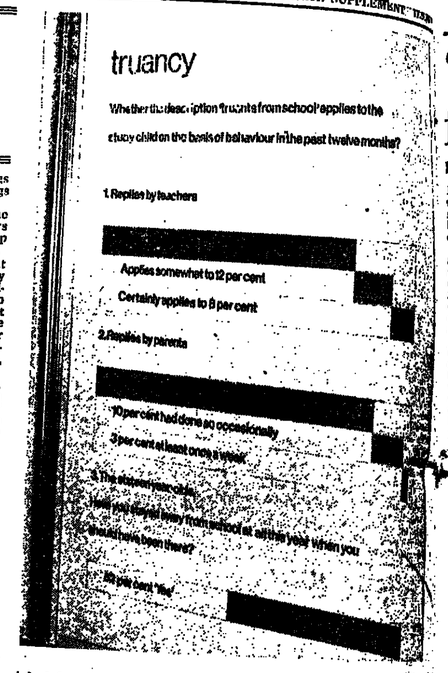
TABLE 2

	Used regularly or occasionally %	Used very rarely %	Never Used %
Suspension	11	75	14
Corporal punishment	38	42	20
Physical exercise or manual work	10	22	68
Extra classwork/ homework or written lines	72	22	6
Attending school outside school hours	62	20	18
Loss of special status	6	51	43
Exclusion from popular activities	15	52	33
Report to parents	92	8	0.3
Special behaviour/ work reports	76	14	10

truancy

Whether the description truants from school applies to the study child on the basis of behaviour in the past twelve months?

1. Replies by teachers



Asked for their opinion, half the 16-year-olds thought that corporal punishment should never be used in school. Over a third were against expulsion, just under a third against detention, and a fifth against reporting the child to his parents.

In general, the young people were not particularly enthusiastic about school and were positively hostile to homework. Nearly a third said that they did not like school, and 13 per cent did not take their school work seriously. But a majority did not feel that school was a waste of time and were willing to get on with their work and help their teacher some of the time.

The parents were much happier about their children's time at school. Only eight per cent were completely dissatisfied—the main complaints were about discipline and the claim that their children were not being stretched.

Ninety-three per cent of the 16-year-olds were in maintained school; 59 per cent in comprehensives. A quarter of those in comprehensives were in purpose-built schools; another quarter were in schools which had been secondary moderns, and a fifth were in former grammar schools. Two thirds were in schools with less than 1,000 pupils and three-quarters were in coeducational schools.

The researchers also asked the headteachers whether the lack of some building or equipment limited the work of the school. The lack or inadequacy of sports facilities and equipment for commercial subjects emerged as the chief shortcomings. But for at least a third of the children the school was considered up to scratch.

Nine out of 10 children had had some sex education and some careers teaching. Two thirds had decided on what job they wanted.

As they were in their final year of compulsory education, the study children were shortly to be faced with a decision as to whether to leave school at the end of the year. Sixty-two per cent of these young people said that they were most likely to leave school at the age of 16. Seven per cent thought that it was their likely leaving age, and 23 per cent foresaw being in school until they were 18 or more.

Only a small minority of 16-year-olds were judged to be suffering from behaviour difficulties (though between 35 and 50 per cent were described as at least sometimes being irritable, worrying and fussy.

Outside school almost all the young people watched television and over a quarter said that they never read a book out of school.

"There has been considerable speculation recently about smoking and drinking by teenagers. One third of these sixteen-years-olds said that they smoked, and most of these only moderately. Of course it is difficult to predict whether their relatively low rate of smoking will continue into adulthood.

"Almost half said that they had an alcoholic drink in the previous week and in the same period about one fifth said that they had been in a public house for a drink.

"Minor illness was also quite common. In the previous year, nearly half had been off school for one week or more for medical reasons. As would be expected colds and flu accounted for the largest proportion of these, but other, certainly uncomfortable, conditions had been experienced by sizable numbers."

The study also smashes down the popular idea of a generation gap. The majority of 16-year-olds seem to get on well with their parents—most of the friction occurring over their clothes and hair styles. Virtually all the teenagers planned to get married—generally between 20 and 24—and the majority planned to have only two children.

Three per cent lived in houses with no inside lavatory and two per cent with no hot water. Over a third had to share a bedroom and eight per cent had to share a bed.

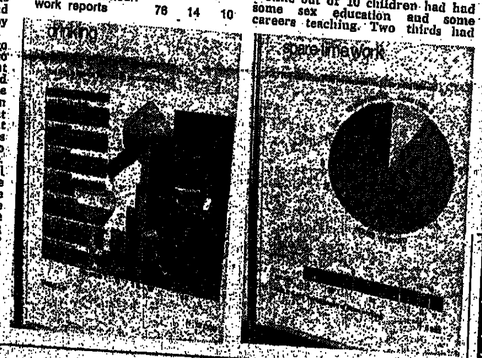
Britain's 16 Year Olds. Edited by Ken Fogelman, National Children's Bureau, 8 Wakley St, London EC1. £2.00.

COURSES

UNIVERSITY OF BIRMINGHAM

BPhil (EDUCATION) in TEACHING ENGLISH as a FOREIGN LANGUAGE 1977-78

New one-year full-time course for experienced teachers with or without a first degree. Details from W. Curr, Faculty of Education.



Field Studies
Mountain craft
Rock Climbing
Sewing Courses
Designed by Contact to Suit Your Individual Needs

'Tax petrol to pay for school buses'

by Frances Stadlen

Many families can no longer afford to send their children to school, says a report published this week by the Child Poverty Action Group on the cost of bus fares.

The group recommends that there should be free school transport and that 1.6p on the price of a gallon of petrol would pay for it. In a national survey, it found that children all over the country were either walking long distances to school or not going at all.

Some parents on supplementary benefit were paying up to a fifth of their entire income on school bus fares. In some authorities they were sending their children to school late and telling them not to take part in after-school activities in order to take advantage of cheaper travelling times.

CPAG found some parents who were unwilling to let their children walk or bicycle to school because of the danger of traffic and the number of assaults by dogs and humans.

The present ruling is that local authorities must provide free fares for children under eight who live more than two miles from school and for those over eight who live more than three miles away. Under the 1944 Education Act, l.e.a.s are allowed to meet any pupil's "reasonable" travelling expenses.

In its survey, CPAG found that some children using the same bus stop had to pay up to £5 a week for their fares while others were completely subsidized. It also found that the cost of fares and the existence of concessionary schemes varied greatly throughout the country.

Last year, the Department of Education and Science suggested that each local authority should fix a uniform charge for school fares as a proportion of the adult fare over distance to be decided by the Government. It said that local authorities should pay for transport only if the journey or the special needs of a child made it necessary.

The CPAG report opposes the introduction of a flat rate charge (under which, the DES estimates, a quarter of all school children would qualify for some relief). The system would work as badly as it has with school meals, it says, and families are reluctant to claim benefits that will label them as poor.

The administrative task of sorting out who qualifies for relief would be expensive and time consuming, and CPAG doubts whether extending local authorities' discretion (to decide, for example, what proportion of the adult fare the child fare should be, or how and why a child should be subsidized) would benefit families.

Local authorities can already assist with reasonable travel costs, but in practice have mainly limited their help to handicapped children. In working out school transport systems and concessions, it says, local authorities are likely to be more influenced by financial and bureaucratic considerations than by a family's need.

Discretionary concessions of any kind are also likely to be an obvious target for expenditure cuts. CPAG claims the DES proposals would hit poorest families hardest. The Department estimates that the average cost of a return journey would have to be 14p to keep expenditure at the present level. One authority in the survey reckons that parents can only afford between 5p and 10p.

If a national or local charge is introduced at 14p those parents who do not qualify for relief will have to spend 70p a week on fares and 75p a week for meals for each school child, the report says. "Their family allowance will be exhausted by just two of a variety of items which they have to provide for their children's compulsory and free education."

A spokesman for the DES was unable to comment on the report this week, but referred to the statement in the House of Commons last month by Mr Fred Mulley, former Secretary of State for Education, that there was "no unanimity or any consensus among local authorities about changes in school transport arrangements". Until there was, no change was contemplated, but the DES were aware of the rising cost of school bus fares.

A spokesman for the Association of Metropolitan Authorities said that although it was not satisfied with the present system, it could not be improved until concessionary fares for school children had been examined as part of national transport policy. The AMA's working party on the subject had dropped meeting until the Department of the Environment produced its report on concessionary fares.

The Association of County Councils said this week that it also preferred not to consider the subject in isolation from a public transport policy for all.

Taken for a Ride by Jo Tunnard. Price 40p. CPAG, 1 Macklin Street, London WC2B 5NH.

Parents' stay-away fare war over the three-mile limit

More than 70 children in Hampshire are being kept away from school by their parents as a protest against the withdrawal by the council of free bus rides to school.

The school bus for the village of Abbotts Ann was taken off the road this week after the parents of 49 children stopped it moving off for three hours.

A spokesman for the parents, Mrs Winnie Boyland, said the children would stay at home until a meeting was arranged with representatives of the council to discuss the decision.

The bus carrying the children of the nearby village of Enham Alamein now passes straight through the village without stopping. The 29 children affected have not been to school at all this term.

The children from both villages live within three miles of their school, John Hanson comprehensive. The authority is therefore under no legal obligation to pay for their journey.

Until this term, despite the fact that they lived within the limit, some of the children had been travelling free on the spare seats of a bus transporting children to another school.

When comprehensive reorganization reduced the numbers at the other school, this contract bus was withdrawn and a service bus substituted. The children from the other school were given season tickets, but those at John Hanson are now required to pay between £1.17 and £1.52 a week in fares.

Several live just inside the three-mile limit and will now have to pay up, arrange private transport or walk nearly three miles along what the parents claim is a highly dangerous main road.

A spokesman for the authority confirmed this week that they cannot offer financial assistance to any children living within the limit.

The headmaster of John Hanson School, Mr R. Norman, said this week that he had been asked by the authority to arrange a meeting for next Monday between the chairmen of the education committee and the schools sub-committee and six parent representatives.

A similar dispute has blown up in Cambridgeshire where the schools sub-committee held a special meeting this week after 85 children had been kept away from Hinchingbrooke School in Huntingdon for the second week in protest against the withdrawal of a bus.

All, except first and second year pupils, living within three miles of the school will now have to pay £1.30 a week to travel on the ordinary service bus.

The parents of the 149 children affected are angry that the decision was made in principle long before it was announced in detail, and that it was made without consulting them or local councillors.

A spokesman for the council said that the decision leaked to the press the day after it was taken. On that day, however, letters had been sent to the headmaster of Hinchingbrooke to distribute to parents informing them of it.

Snags to breaking down sex barriers

by Bob Doe

There are signs that some of the attempts to give boys and girls equal opportunity at school to do woodwork and cookery have come unstuck.

The domestic science teachers' association is expressing "grave concern" about the system of rotational timetabling used in middle and early secondary schooling to give short "taster" courses in several crafts because, it says, it does not allow enough time to do anything worthwhile. Other craft teachers, too, find that this circus system reduces the opportunity for the sort of pastoral care they have done in the past.

A discussion document just issued by the Association of Teachers of Domestic Science says rotational timetabling is used for administrative convenience but often works against the best interests of children. Home economics is a wide-ranging subject important for good food habits, consumer education and money management, it says.

Mrs Patricia Hutton, the association's general secretary, said none of the crafts were getting enough time in this system. The "ludicrously" short time allowed, sometimes only two or three periods for five or six weeks, meant no chance to finish making something worthwhile in woodwork and needlework.

More craft teachers and rooms would help, but there was a limit to how much craftwork could be fitted into a child's timetable. She thought the answer might be to introduce fewer courses each year, spreading out those that were designed to cover different crafts over more than one year.

The ATDS document says that home economics teachers had been able to get to know their pupils better in the past and to adapt their teaching to suit their pupil's family lives.

Other craft teachers also missed the special rapport that developed through regular meetings with pupils in the less formal atmosphere of the workshop, said Mr Derek Grady, a former chairman of the Institute of Craft Education. They were as keen as anyone to see an end to sex barriers in craft work but were not happy with the timetabling.

"The effect on the child is that they never get to finish anything before being moved on." What was particularly worrying was the way other subjects like art, where there had not traditionally been any sex stereotyping, were being included in rotational timetabling.

Not all craft teachers are totally at odds with the system, however. Mr Geoff Preston, craft teacher and deputy head at Adams School, Wem, Shropshire, said there were difficulties but also several advantages. Teachers could prepare and plan lessons more thoroughly and learn from their mistakes because they taught the same things more regularly to different classes.

The drawbacks were mostly organizational. Teachers had to keep their assessments up to date, for instance, or they would find themselves marking a child they had not seen for months.

Last year the school had eight groups, mixed in both ability and sex, each working half a day a week for five weeks on technical drawing, needlework, cookery, design, woodwork, metalwork and two separate courses. In the second year they split up along more traditional sex lines but in fourth and fifth year options about 20 per cent of girls were doing subjects that were traditionally "boys" subjects, while the same ratio of boys did cookery. "We still haven't got them to accept needlework in spite of the predominance of men in tailoring", Mr Preston said.

He agreed that teachers knew the children less thoroughly than before, but they did get to see them all and could discuss them with colleagues. They did build up some sort of relationship. "I reckon I can get to know them in one lesson", he said.

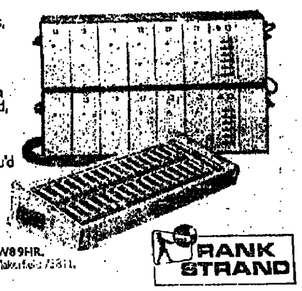
Does your stage lighting leave you in the dark?

If your lighting is controlled from a confused jumble of wires, some chipped bakelite plugs and a worn out switchboard, the future could look fairly dim. But a Rank Strand Mini-2-1 desk and dimmer system could soon brighten things up.

The preset desks, for 30, 24, 18 or 12 dimmer channels simply plug into however many 6-dimmer packs you need. And each Thyristor dimmer can control up to 2000 watts of tungsten lamp load, through twin socket outlets.

Of course, the Mini-2-1 system gives a lot more lighting versatility than the switchboard and plugs affair, by virtue of its portability, and it can be wired up to any existing lighting layout. If you'd like to know more about the Mini-2-1, or need advice with any stage lighting problem, give us a ring at Rank Strand, Europe's most experienced lighting company.

It could be quite illuminating.



Ring Rank Strand Division 01-568 9222 ext. 441 or write to Rank Strand Electric, P.O. Box 70, Great West Road, Brentford, Middlesex TW8 9HR. or: Church Lane, Leyland, Nr. Warrington, Lancashire PR5 1LL or: Ashton-in-Makerfield 73811. Distributors and Stockists throughout the U.K.

RANK STRAND

COURSES

ilea

AVERY HILL COLLEGE

ONE YEAR COURSE

leading to the

DIPLOMA IN THE EDUCATION OF HANDICAPPED CHILDREN

Applications are invited for this course starting September 1977 from qualified, experienced teachers. Applicants from special, ordinary and other educational settings, including administrative are eligible. The course is concerned with a wide range of handicaps. Holders of Training Council Diplomas, recognised as teachers by the D.E.S., may follow a special option to widen their knowledge and experience.

Application forms and details of this and other in-service courses may be obtained from Admissions Tutor, Avery Hill College, Bexley Road, London SE9 2PQ.

CHARLOTTE MASON COLLEGE OF EDUCATION
AMBLESIDE **CUMBRIA**
CUMBRIA COUNTY EDUCATION AUTHORITY
Courses leading to professional qualifications in teaching.
HONOURS B.ED. DEGREE IN APPLIED EDUCATION (4 YEARS)
ORDINARY B.ED. DEGREE IN APPLIED EDUCATION (3 YEARS)
DIPLOMA OF HIGHER EDUCATION IN EDUCATION STUDIES (2 YEARS)

These courses are designed for those wishing to become highly skilled teachers of children, aged 3 to 13, and to gain a degree or diploma awarded by Lancaster University.
The College, situated in the Lake District, is entirely concerned with preparing for teaching. Write to the Principal at the College for a Prospectus, quoting Department T77.

Read for the **Diploma in Mathematics (Teaching) of the Mathematical Assn.**

AT HOME With the aid of expert postal tuition provided by the Metropolitan College you can secure this valuable qualification and increase your earning power. (As a teacher, possession of this diploma entitles you to a merit award of £78 p.a.).
Write for details to the Principal, B. Mendes, B.Sc. (Econ.), F.C.A., Department ZY17K, Metropolitan College, Aldermaston Court, Reading RG7 4PW, or call at the Metropolitan College Advisory Office, c/o the Association of British Correspondence Colleges, 4 Chiswell Street, London EC1Y 4UP. Telephone: 01-628 2721.

Metropolitan College

FAST AIR MAIL SERVICE FOR OVERSEAS STUDENTS !
Accredited by the C.A.C.C. Member of the A.B.C.C.

EXPERT HOME TUITION FOR

G·C·E

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretarianship).
Our exclusive methods of Home Study have brought over 275,000 examination successes, many first places. As every course is complete in itself no textbooks are required.
FREE 100-PAGE BOOK
Send now for a free copy of "Your Career", packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE
DEPT. H16 TUITION HOUSE
London SW19 4DS. Tel. 01-947 2272
24-hour Recording Service 01-946 1102
(prospectus only)
Accredited by the Council for the Accreditation of Correspondence Colleges

NATIONAL EXTENSION COLLEGE
DEGREE AND PROFESSIONAL TUITION SERVICE
Personal tuition by correspondence. Study at home for a London External Degree or Diploma or for a professional qualification.
London External
Tuition for BA, BSc(Econ), BD and Dentistry, Bridge and Whist, Post Graduate Certificate in Education, Diploma in Education, Diploma in Public Administration.
Professional qualifications
Institute of Linguists Intermediate and Final Diplomas, Library Association Professional Examinations, Institute of Statisticians, Law Society and Bar Examinations.
For our free Guide to Degree and Professional Courses write to:
Pat Gubbiniere, Dept. MA,
NATIONAL EXTENSION COLLEGE
131 Hills Road,
Cambridge CB2 1PD.
or phone (0223) 65465.

£88,000 bid to save Bucks 'monument to creative art'

by Betka Zamoyska

Patrick Reynolens: "a community and not a departmentalised bureaucracy."

Burleighfield, a Victorian country house, surrounded by sloping lawns and 18 acres of pasture land, is a small green oasis in one of the most suburban parts of South Buckinghamshire.

Up till now it has also been a thriving centre where students from England and abroad could learn the arts of stained glass, painting, printing and pottery. Buckinghamshire has no regional arts association, so Burleighfield also provided classes for people of all ages in the area. Mothers and their young children could come and take part in different groups.

Until recently Burleighfield was alive with the activity of locals and residents working together, but now it is standing empty, already an unhappy monument to its five successful years as a creative arts school. All is not lost, however, and on Monday a Committee of Honour including Lord Esher, Sir Hugh Casson, John Piper and Professor Christopher Cornford will be meeting to discuss the question of raising the £88,000 needed to rescue the centre.

"We were a community and not a departmentalized bureaucracy", said Patrick Reyntiens, Burleighfield's director, who is well known for his stained glass designs in cathedrals, churches and museums throughout the world. His wife, the artist, Anne Bruce, was in charge of the painting courses at Burleighfield, and has run the administrative side from the beginning.

Unfortunately for the 300 students who had booked to attend courses for the coming academic year, as well as for many local people who had hoped to attend day and evening classes, Burleighfield will not be able to provide for them. Because of the recent appointment of Mr Reyntiens as head of the fine arts department at the Central School of Art and Design in London, the trustees have decided on a sudden closure. They believe the centre cannot continue if Patrick Reyntiens is not working there full time.

"Patrick only rang to tell us that he had been offered this post three months ago on the evening before his departure for a three-week tour of Mexico" said John Hastings, chairman of the trustees. "There was no possibility of us being able to discuss the matter until his return from the United States and, although he had not accepted the post, he never suggested that he would not take it up.

"We were faced with the immediate problem of what to do about the coming academic year. We were financing Burleighfield to the tune of £2,000 to £3,000 a month out of an educational trust that is basically designed to help children who are left orphaned or whose parents run into unforseen financial difficulties in the middle of their school careers. Burleighfield was not really within the bounds of our trust, but we decided to include it because I knew Patrick and admired the work he was doing there.

"When I heard that he was going to work at the Central School, I decided that the centre in its present form couldn't continue. I'd be delighted if someone else steps in to run and finance it and if there's any possibility of this we'll hang on until things are sorted out. But if there's nothing in the pipeline by the end of the month we'll have to sell the place."

Patrick Reyntiens started up the Reyntiens Trust on his own in 1970 but, when the centre was running into severe financial difficulties in 1973, John Hastings, through the School Fees Insurance Agency Educational Trust, took over all financial responsibility for the centre. Burleighfield already had a business manager and Anne Bruce, together with Patrick's brother, Michael, dealt with the day-to-day running of the place.

Patrick Reyntiens had hoped to remain at Burleighfield and to keep up his one day's teaching commitment there as well as taking on his new post at the Central School. He believed he had "vanished" its centre for long enough and, although still deeply involved, he had welcomed the idea of gaining a foothold in the London art scene and creating a link between it and Burleighfield.

"I told the trustees about the job at the Central the moment I had definitely been offered the post. I had hoped to be able to discuss it with them before deciding whether or not to accept it and had wanted to point out to them how much it would benefit the centre if I had a wider sphere of influence.

"Obviously I would have loved to continue to work at the centre on an unpaid basis and, besides keeping up my teaching commitments, I had planned to devote my evenings and weekends to the students there. It came as a great shock to us when on our return from the United States, we were told we would have to close Burleighfield by the end of August.

"Fortunately we have managed to retain the identity of the trust for the time being and we have formed a Committee of Honour to recommend it to new sponsors, but, sadly, the students for this coming year have had to be cancelled. Some of our 13 students from the United States are particularly concerned because many of them have obtained grants to come here and they've been unable to cancel their fares."

"Instead of having all the money in the hands of three trustees who have total control of everything, we'd like to collect funds from a variety of sources and become a much more democratic organisation", said Michael Reyntiens, who is chairman of the Friends of Burleighfield. He hopes that they will be able to obtain funds from industries and he would like the centre to provide supplementary creative courses for students who are specialising in industrial design. He would also like to organise more basic craft courses for school leavers.

"We want it to remain a serious art school", said Michael Reyntiens. "But a greater proportion of our courses and teaching time could be devoted to helping the local community. There is plenty of space for building here and we would be granted planning permission for educational purposes."

Other possibilities have been suggested which include starting a language school. This would benefit the artists from abroad as well as bringing in the necessary supplementary income to help with running costs. They have also considered opening a craft centre where the works of the students could be sold.

As Michael Reyntiens points out: "There are thousands of ways in which Burleighfield could be developed, but the problem is whether we will be able to raise sufficient funds to do so in the time."

Classes for all ages

Leavers lack the skills for survival

by Jane Feinmann

Many pupils leave school at 16 "lacking the barest survival skills in terms of employability" because teachers, heads and educationists are still not giving sufficient thought to the curriculum needs of the RSLA child, according to an ILEA inspector.

Mr Guy Rogers, a former headmaster, told the Joint Council of Heads at the weekend: "I cannot really say that in my teaching days I gave enough time to thinking how I could make subjects of living and continuing interest to pupils who would not be going on to study at A level and in higher education."

One difficulty was that teachers did not know until late in the day who would be continuing their studies. Everyone had to be treated as a potential specialist. More important, however, was that nearly every teacher had undergone higher education and, therefore, lacked the experience and often the imagination to understand the position of children for whom "all the shutters close at 16".

The time had come for schools to recognize the importance of employment in an individual's life. The syllabus should include courses on job orientation, the social services, economics, the role of the trade unions and the attitudes of both sides of industry. These should not be taught simply as theory. They should build upon and expand a pupil's own experience.

He might be accused of wanting to pervert education to provide fodder for a capitalist society. "But whatever form society takes, this transition will have to be made".

Innovation would rely heavily on the individual initiative of schools and teachers. "There is growing pressure towards greater control of schools and centralization of curriculum and many teachers seem to welcome the idea of having a blueprint to tell them what to do. But a teacher's own individuality and flair is a precious ingredient in British education."

The "healthy tension" between education as a means of transmitting the nation's cultural heritage and as an agent for change might become intensified to a dangerous degree in the next few years. "A growing alienated and hostile element among the young reject many of our established institutions. Anybody who expects these pupils and students to become less involved in politics is likely to be disappointed".

Mr Alec Anderson, personnel officer of the Midland Westminster Bank, added: "It is too much to expect that those leaving school at 16 should have the ability to communicate in their native language in the spoken and written word and to have some understanding of what numeracy is about?"

Bad spelling seemed to be a general malaise of the younger generation. When his bank received a well-written application it was a cause for rejoicing. One youngster, when questioned about the poor spelling in his application form, said that he did not think it mattered. "They didn't seem to worry about it at school."

In the past 18 months, said Mr Anderson, there had been a dramatic change in the attitudes of young people about to be sacked. No longer were there tears and anguish, apologies and regrets. The attitude was best described as "Come on, get it over with. If I'm to be dismissed, I'm to be dismissed". It was impossible to say whether parents, teachers or society were responsible for the change.

Mr Charles Stuart-Jervis, head of Abbey Wood Comprehensive, London, said parents must take much of the blame. But Mr A. H. Jennings, head of a Sheffield comprehensive, said that "young people look at Nixon, Poulson and the Crown Prince of Holland and when we try to talk to them about integrity they just tell us we're old-fashioned".

Local government finance an 'appalling hotch-potch'

When the Layfield Committee inquiring into local government finance came to examine the system of local funding they found there was one, Dame Kathleen Ollerenshaw, a member of the committee, told the annual meeting of Standing Conference of Regional Advisory Councils last week.

"It was an appalling hotch-potch —nothing but confusion", said Dame Kathleen, a former Lord Mayor of Manchester and a member of the education committee.

"County and district treasurers are almost permanently involved in the rate support grant settlement. Ask them a simple question and they find it extraordinarily difficult to provide an answer.

"Layfield was the most intellectually demanding and most confused committee of any I have ever been near."

When the committee reported in May it said there was a case for the introduction of a local income tax. But Dame Kathleen told the conference there was no need to get worried about this. "I can't see any sympathetic members of Parliament of either party wanting or daring to feel there are people in local government raising taxes."

Its introduction would, however, bring a great simplification of the fiscal system, despite the cost. "If we do nothing, there is a drift towards the centre which we can't stop."

The committee earlier decided that there was no advantage in giving away bit by bit responsibility for educational finance, said Dame Kathleen. If the Government took over teachers' salaries then local control would be seriously weakened.

The drift to the centre would lead to government by circular, "and that is the worst way to run a country". An army of civil servants would be needed to examine the budgets of individual local authorities.

The committee set up three working parties to study the sector of need, resources and control. "I was chairman of the needs working party and I can tell you we completely failed to define what needs were. Yet, we had considerable research help.

"Whatever the tax it is still difficult to dish it out fairly. Only the application of the principle of rough justice can succeed."

The most important thing about the aftermath of Layfield was the deafening silence. Nobody at a recent conference of independent heads had read the report.

"Because it's too difficult, because it's a bore, because it won't happen, people have opted out of it. Even chief officers in the education sectors are ignorant of it."

Doomed to be dumped

Autistic school leavers are in urgent need of help, a conference at York University on "Living and Working with the Autistic Child and Adult" was told last weekend.

"What is the point of spending money to improve the educational facilities for four to 16-year-olds if in the long term they are doomed to be dumped in subnormality hospitals", asked Mr Geoffrey Dobson, chairman of the National Society for Autistic Children. Attended by 170 delegates—some from overseas —including teachers, sociologists, doctors and parents, the conference was organized by the Advisory Centre for Education in conjunction with the National Society.

Opening the conference, Mr Dobson said that since the first school for autistic children was started by Sybil Elgar in 1961 structured remedial education had been most effective. However, this had to be matched to the age and degree of handicap of the child, and needed to go beyond normal school age.

There are an estimated 5,000 autistics in Britain between the ages of five and 16; 20 per cent are in special schools and units run by local authorities or autistic societies. The question of how children are selected for the restricted number of places was raised by Wendy Brown, who has been headmistress of the Helen Allison autistic school in Gravesend since it opened in 1968.

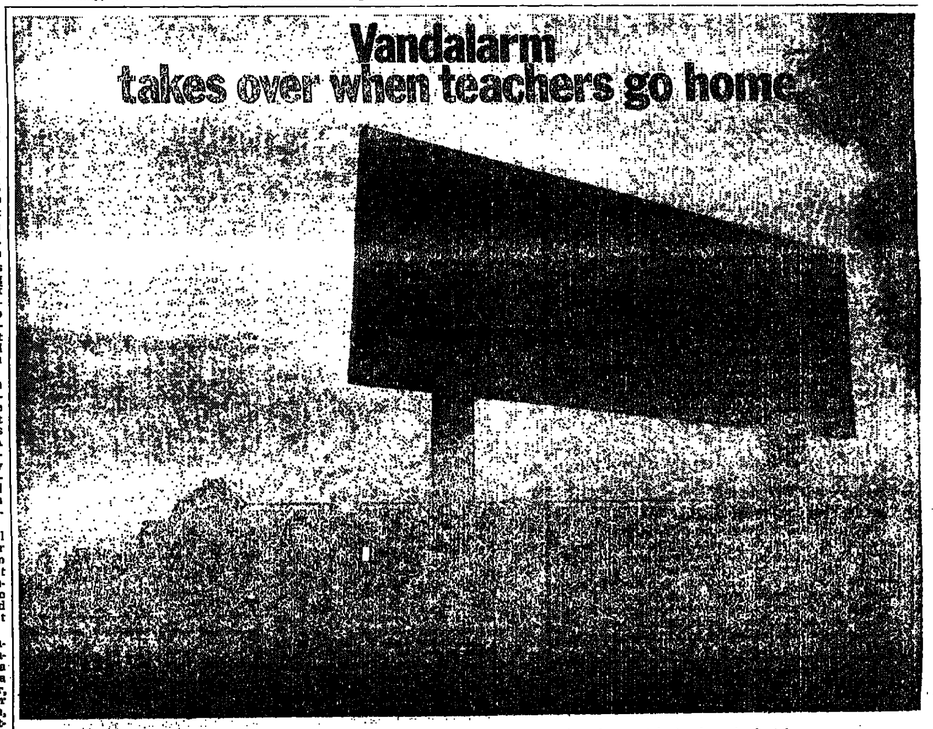
"Selection is a cruel and often tragic job", she said. "I accept those who have educational potential but are language handicapped as well as some who are so severely handicapped that they would be uncontainable elsewhere. We have to rely on psychiatrists' reports for assessment but these are far from ideal as the criteria sometimes vary."

Professor Margaret Sutherland of Leeds University pointed out that parents could also play a very constructive role teaching at home. "As well as being highly motivated they enjoy a one to one ratio and can judge when the child is in a receptive state", she said.

Sally Deury, the mother of a 10-year-old autistic girl, spoke of the combination of hope and fear which parents felt when their children were about to go to school for the first time. They were afraid they might not be able to cope with the novelty of it yet hoped desperately that the school might somehow produce a miracle of speech and comprehension.

Several pioneering ventures are under way, notably the first residential community school in Somerset. Sybil Elgar, who set it up two years ago, told the conference that 17 of the 23 residents—who are between 11 and 22—had improved noticeably during that time while the most severely affected had not regressed which was in itself an achievement.

Vandalarm takes over when teachers go home



Who looks after your school when classes end?
A caretaker?
Patrol guards?
No one?

Whatever precautions you take there is nothing more effective than Vandalarm for the simple reason that it has been designed to combat the incredible havoc caused by senseless destructive elements.

Because Vandalarm has been custom built to meet this problem it is more economical than adapted conventional alarms.

It is based on an 'electronic ear' principle and one system can monitor up to 100,000 sq. ft. of internal space.

Everyday sounds such as telephones can be eliminated from the sound programme so false alarms are reduced to a minimum.

The system can be linked to a Group 4 control centre, an audible alarm, floodlighting, the 999 system or local caretaker.

It's worth thinking about.

Europe's largest total security service.

I would like to know more about Vandalarm
Name_____ Address_____

group4 TOTAL SECURITY

Member of Securitas International Member of BSIA

TE2

GROUP 4 TOTAL SECURITY, 7 CARLOS PLACE, LONDON W.1. TELEPHONE: 01-629 8765 OR YOUR LOCAL OFFICE THROUGH YELLOW PAGES

Schools Prom

Sponsored by
THE TIMES
Educational Supplement
Monday 29 November
Tuesday 30 November 1976

Commences 7.30p.m. (Doors open 7p.m.)

ROYAL ALBERT HALL
General Manager: Anthony J. Charlton

Now a second great year...

Announcing the second year of the overwhelmingly popular Schools Prom Concerts. Perhaps the most accomplished and entertaining programme of young people's music today, featuring the most outstanding young musicians from The National Festival of Music for Youth. The Schools Prom has now been developed into a two-night event with concerts on 29 and 30 November at the Royal Albert Hall, sponsored by The Times Educational Supplement.

Orchestral, ensemble, swing, jazz, wind...

In fact, all kinds of musical style will be featured...by all kinds of the most promising young musicians our schools can offer.

Introducing this score of musical talent will be well-known personalities from the world of contemporary music—including Antony Hopkins, Robin Ray, Humphrey Lyttelton and Derek Jewell.

Special Prices/Discounts...

As happens with the Sir Henry Wood Promenade Concerts the arena seats will be removed for the concerts. Both this area and the Gallery are offered at the following special low prices:

Promenade Arena 40p (60p on night)
Gallery 40p (60p on night) (Standing not advisable for children under 12)

There will also be a party discount of one free seat per 12 booked seats. Schools/party travel arrangements can be made through B.U.S. School Travel Service, 180 Campden Hill, Notting Hill Gate, Kensington, London W8. Tel: 01-221 6267 contact Jill Daniels. Or your local National Travel (NBC) Ltd representative.

Booking Your Choice of Nights...

You now have a choice of two nights, 29 and 30 November. Different music groups are playing each evening and promise to be equally exciting and entertaining, offering an exuberant evening's music by the leading musicians of tomorrow. The variety and range of musical content will be the same for both evenings, though not the same works.

In view of the considerable interest already shown in this unique musical event, advance booking is advisable and should be made as soon as possible, by completing the order form.

Please enclose stamped-addressed envelope to: Schools Prom, Advance Bookings, Royal Albert Hall, Kensington Gore, London SW7 2AP.
Please send me tickets for the Schools Prom as follows:

Date required:		No. of tickets
	Gallery tickets at 40p each	
	Arena tickets at 40p each	
	Stalls and Grand Tier at £2.00 each	
	Loggia and 2nd Tier at £1.75 each	
	Balcony (central) at £1.00 each	
	Balcony (side) at 75p each	
	Middle and Upper Orchestra at £1.00 each	

I enclose cheque/P.O. to the value of £..... plus stamped envelope. (Please make cheques payable to Royal Albert Hall).

Name: Mr/Mrs/Miss .....
Representing: .....
Address: .....
.....
.....
(BLOCK LETTERS)

Science diary
by
John Maddox

Maybe an albatross brought the drought

With the great drought now behind us, no doubt speculation will once more become rife that there is another Ice Age around the corner.

It may, therefore, be of some value if I report the outcome of several conversations with climatologists and meteorologists in the past two weeks, mostly in the United States (where there is less of a general conviction that the weather should be for all time fixed).

Briefly, there is no means of knowing whether the ups and downs of climate in the past few years are more than the statistical variations sensible men and women should expect. And, for the time being, there is no basis on which the future of the earth's climate can be foretold.

The speculation that there may be another Ice Age on the way seems to stem not so much from observation as from the recognition that the climate of the past 10,000 years is indistinguishable from that of earlier intervals within an Ice Age which has lasted for at least 1.5 million years.

The diagram shows how the volume of permanent ice on the surface of the earth has fluctuated over the past million years, as inferred from the fluctuations of the proportions of oxygen isotopes in deep-sea deposits. The present relatively warm period is represented by the tiny sliver of the diagram at the top.

It is a matter of judgment whether the diagram is taken to suggest four or six previous interglacial periods like the present. And the curve in the diagram is so much like a series of random fluctuations that one can reasonably argue as if the problem of what the future climate will be is simply a matter of chance.

On such a basis it is possible to calculate that the chance that a new glaciation will set in during the next century is something like 1 in 500. The chance that the next century will see the beginning of another "Little Ice Age"—the period of intense cold between 1400 and 1800—is something like 1 in 25.

It remains to be seen whether those who would predict the climate will ever be able to do more than call the odds as bookmakers might. Everything hangs on finding some explanation for the climatic variations of the past for relatively minor fluctuations such as the Little Ice Age as well as for the Ice Age as a whole. My impression is that nobody has a theory worth taking seriously—which is not for a minute to suggest that there is a shortage of candidate theories.

First, there is a group of theories which ascribe climatic fluctuations to external influences—clouds of dust filling the solar system, variations in the output of heat from the sun or the variations of the distance of the earth from the sun, and of its inclination in the plane of its orbit, caused by the gravitational influences of other planets. The last of these theories was originally put forward by the Russian Malenkovich, who calculated how the earth's orbit would be influenced by planets such as Jupiter.

Theories such as these would be more convincing if those who believed in them were prepared to chance their arms and make some tangible predictions about the future. All of them have the disadvantage that the effects on which they rely are too small to be sufficient explanations in themselves for the persistence of ice on the surface of the earth for periods of 100,000 years or more. Some of them have the added disadvantage that they are not explanations at all, but invocations of chance.

From this almost aesthetic point of view, perhaps the most satisfactory theory of the occurrence of alternating warm and cold climates within the Ice Age is that which supposes that the gradual accumulation of ice in Antarctica will eventually be followed by a sudden slumping of the ice cover, with the result that a vast amount of sea ice appears suddenly, and that for years or even centuries afterwards large quantities of solar radiation are reflected back into space, robbing the earth as a whole of some of its warmth. The trouble with that theory is that nobody of stature appears to find it plausible.

This is why, as it seems to me, the essential problem of climatology is to explain in terms of the earth's atmosphere and oceans the persistence of certain patterns of climate over months, years and sometimes centuries. For the Ice Age as a whole, there is a simple explanation —an unusually cold winter in the Arctic will leave more sea ice the following summer when more radiation will be reflected and lead to a colder winter . . . and so on.

The trouble with this argument is that it provides no mechanism by which periods of glaciation can come to an end. In any case, it is probably an over-simple argument—it does not allow for the influence of clouds on the system as a whole.

At the other end of the scale, the persistence of droughts such as that of the past year in Britain is a phenomenon without explanation. Perhaps it was just a 1 in 500 freak, but there are also ingenious people trying to correlate long periods of persistently uniform weather such as those with the presence of bodies of cold (or warm) water in certain of the oceans.

At the Scripps Institute of Oceanography, in California, some people think that the British drought may be a consequence of a patch of cold water in the north-east Pacific, just as the Russians are inclined to blame their drought in 1972 on a similar patch of cold water in the northern Atlantic. None of this, unfortunately, will make sense until somebody explains why.

The prospects are not bright. You might think everything would fall nicely into place if only meteorologists would construct larger and more accurate models of how the atmosphere behaves and then programme a suitably large computer to carry out appropriate calculations.

At present, computer weather forecasts are good for 24 hours or more and the computer people are aiming for a week. But there are inherent mathematical limitations to what they can accomplish, which themselves reflect the physical nature of the origin of weather patterns. Even quite small disturbances of the flow of air over the surface of the earth can grow to be quite large cyclones or anti-cyclones within a week.

The trouble is that it is in principle impossible to tell which disturbances will grow and which will die away. The standard joke is that hurricanes may be born in the flap of a seagull's wing. Perhaps it's an albatross that does the damage.

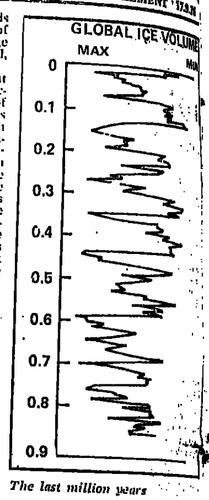
So the problem of calculating the persistence of climate is that of calculating such things as the average temperature in the course of a year without getting caught up in the details of weather forecasting. One of the most obvious difficulties is that at present those who would calculate the course of climatic variation have no means of allowing for such things as the presence of clouds above the surface of the earth.

The influence of ocean currents on the development and persistence of weather patterns is not understood and there is even doubt about the amount of solar energy reaching the atmosphere and the surface of the earth—and even about the more fundamental question whether the amount of energy reaching the earth is exactly in balance with that radiated away again.

I suppose those huge uncertainties explain why the climatologists themselves have in the past few years slipped into the habit of warning us all of the fearful consequences of unforeseen climatic change. And given signs that since the 1940s many parts of the northern hemisphere have been cooling, it is natural that the more scary of them have been predicting another glaciation around the corner.

This is why it is reassuring that the most careful analysis so far carried out of the temperature changes in the past 75 years (by Dr H. van Loon, of the National Center for Atmospheric Research, in Boulder, Colorado) has now shown that the cooling of the Arctic has usually been compensated for by a warming of middle latitudes, or that a cooling of the ocean surface has usually meant a warming of the continents.

Hitherto, it seems, most people have been misled by looking for signs of climatic change in data gathered at one place. And so, the drought notwithstanding, I am going to stick firmly to the view that there is not yet convincing evidence that the climate is at present changing, let alone a sign of how.



The last million years

To All Teachers Of Drama In Primary and Secondary Schools

A Half Day Conference on the need for your interests to be more strongly represented

at the Cockpit Arts Workshop
Gateforth Street, London NW8
(Tubes : Marylebone or Edgware Road)

SATURDAY 2nd OCTOBER 1976
2 p.m. to 5 p.m.

Teachers in Primary and Secondary Schools are not yet represented on the new Drama and Theatre Education Council (Universities, Polytechnics, Colleges of Education, the Drama Schools and Higher Education are). This Conference will assess your demand for representation on this Council.

Administered by the British Children's Theatre Association for the National Council of Theatre for Young People, and in conjunction with the Educational Drama Association and the Society of Teachers of Speech and Drama.

Please apply to: Cockpit Conference, care of Fiona Gauld, Brycbox Arts Workshop, Cocks Crescent, New Malden, Surrey.

Their handicap will not be mentioned

by Diane Spencer

Individual attention inside St. Helena's House.

Westoning Manor, a mock Elizabethan house set in 40 acres of rural Bedfordshire, is now the home of 48 severely mentally handicapped children and adults.

The house is owned by MacIntyre Schools, a charity started in the 1960s by Kenneth Newton Wright of the Royal Marines and the father of a retarded child. He saw there was a need for a community to provide lifelong care for such children.

After five years' planning, the charity bought Westoning Manor in 1969. A house in an eight-acre estate 17 miles away in Wingrave, Buckinghamshire, was acquired three years ago and now houses 26 people. For a time the two establishments were run mainly on parental enthusiasm, but by July, 1975, the charity decided a more professional approach was needed, so the National Society for Mentally Handicapped Children took over the administration.

In the meantime, the charity had collected enough money to start building a small hamlet of wooden houses in the grounds of Westoning for the handicapped to live in groups cared for by house parents. Eventually it hopes to build more hamlets in the ample grounds.

Princess Anne was one of the benefactors and gave MacIntyre half the money from her army wedding present. Several army charities sponsor 16 places at the schools. The latest house was opened last week by Sir Denis White on behalf of the Sultan of Brunei who donated "a substantial sum" in response to an army benevolent fund appeal.

Mr Harry Neal of the NSMHC, in charge of the schools' administration, said his society had altered the shape of things. At first, one of the houses was used as a special care unit for the very severely retarded, but NSMHC decided not to bunch them all together. "We thought it better to dilute them around the place", he said.

Instead of Wingrave and Westoning developing on similar lines with all ages living together, children will go to school at Wingrave until they are 16 and then on to Westoning. "But there will be a lot of to-ing and fro-ing, especially as the glass-covered swimming pool at Westoning is in popular demand", he said.

Education and training will continue after the age of 16. "The rest of the world says that the severely retarded can benefit from education and training but they do little about it", said Mr Neal.

All the inhabitants of Westoning take turns in the workshop for craft and woodwork. To start with they learn how to use a paintbrush or cut up foam rubber. Mr Gordon Garrould, the craft teacher, said it was rather like going to a banquet—you had to learn how to use the knives and forks first.

When the charity raises more money—it is about to launch another appeal—it intends to convert an old barn into a workshop so it can produce top quality goods under its own label. The chairman of MacIntyre Schools, an eminent industrial designer, has experience and advice to give.

Mr Neal claims that the MacIntyre Schools are different from other village settlements because they accept the very severely handicapped. When they do start to produce their own goods, they will not sell them on sympathy and no mention will be made of the handicap. They must be sold on merit.

No hope in cut price work

The social services should make children their priority, says the annual report of the Personal Social Services Council, published last week.

There is little hope for preventative work when the scale of spending on the social services is so low, the council adds. For every £7 spent on education only £1 is spent on social services.

The intended growth rate of 2 per cent announced this year is higher than for some other public services but is likely to lead to a deterioration in standards. Moreover, unless money can be spent on preventative work as well as basic services, "incalculable problems are being stored up for the future".

The principle of joint financing between social services, education and housing should be explored further, says the council, because many demands on the social services are the direct result of decisions made by other departments. Planning between central and local government and voluntary organizations is also necessary.

The council welcomes the Government's proposal in this year's consultative paper on priorities to give local authorities more freedom to decide how to spend their money. One consequence of this will be a variation in standards throughout the country. This is undesirable but unavoidable, says the council.

The council, which is financed jointly by central and local government, was set up in 1973 following the Seebohm Report. Its job is to advise ministers on policy and to give information and guidance to all involved in the personal social services.

Personal Social Services Council. Report 1976, Brook House, 2-16 Torrington Place, London WC1E 7HN. Price 45p.

Unions are 'failing the jobless'

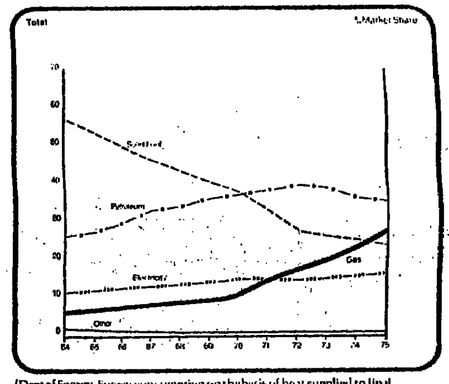
The teacher unions have failed to give a lead in the campaign against teacher unemployment, says a Communist Party pamphlet published this week.

The National Union of Teachers in particular is criticized for not supporting student occupation of colleges last May and for not extending its sanctions to a refusal to teach classes of more than 30.

Ultra-left students are also criticized for wanting to form local action committees instead of working within the National Union of Students' own democratic structures.

Into Action: the campaign on teacher unemployment, Communist Party, 16 King Street, London, W.C.1. 10p.

Are you teaching about Gas?



(Dept of Energy. Energy consumption on the basis of heat supplied to final users, excluding transport)

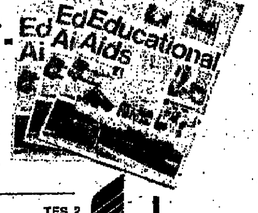
It's Britain's most progressive fuel.

The importance of natural gas to Britain is not fully realised by many people. It already supplies nearly 30% of Britain's final energy consumption, excluding transport. By 1980 this could rise to as much as 40%.

What's more, natural gas is saving Britain over two thousand million pounds a year on the balance of payments.

All of which adds up to a good case for teaching your pupils about gas.

For details of the full range of British Gas educational aids, including booklets, films, posters and overhead transparencies, fill in the coupon below.



To: Education Liaison Officer, British Gas, Room 414, 326 High Holborn, London WC1V 7PT.

Name
Address
Position

TES 2

BRITISH GAS
Our Vital Industry

TRAVEL

New London & Continental Tours

VISIT LONDON IN JUBILEE YEAR WITH THE SPECIALISTS

3-4-5 DAY GUIDED TOURS

COMPREHENSIVE—COMPETITIVE—RELIABLE

PLEASE SEND FOR YOUR FREE COPY TO :—

NEW LONDON & CONTINENTAL TOURS

435 Kenton Road, Harrow, Middx. HA3 OXY
Telephone 01-204 6121

Name (Mr/Mrs/Miss) .....

School address .....

.....

Tel .....

I AM INTERESTED IN LONDON/CONTINENT

MEETINGS ANNOUNCEMENT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS
1. ALL HALLOWS RD., BISPHAM, BLACKPOOL. Tel. 0253 52525
(8 lines)

1977 PROGRAMME

NST are arranging a series of meetings throughout the country during September Vic Cronin our Managing Director and senior members of NST holiday plans. Light refreshments will be served

All meetings will be held from 3.30 p.m.-8.00 p.m.

MONDAY, SEPTEMBER 13, ROYAL STATION HOTEL, COLLINGWOOD ROOM, NEWCASTLE-UPON-TYNE

TUESDAY, SEPTEMBER 14, GOLDEN LION HOTEL, THE DALES ROOM, LEEDS

WEDNESDAY, SEPTEMBER 15, MIDLAND HOTEL, MANCHESTER

THURSDAY, SEPTEMBER 16, ADELPHI HOTEL, LIVERPOOL

TUESDAY, SEPTEMBER 21, STATION HOTEL, THE ALTHEXE, DUDLEY, W. MIDLANDS

WEDNESDAY, SEPTEMBER 22, ROYAL HOTEL, COLLEGE GREEN, BRISTOL

THURSDAY, SEPTEMBER 23, KINGS HEAD HOTEL, EMBASSY SUITE, NEWPORT

AGAIN FOR 1977 NST OFFER

GUARANTEED FIXED PRICES

On all our "Schoolcoach" Tours NST are featuring over 100 attractive Centres

NEW FOR 1977

CAMPING COACH TOURS

NST are delighted to announce an entirely new series of tours by British "Schoolcoach"

We have selected three attractive camp sites in

BRITTANY, HOLLAND and GERMANY

EACH WITH FRAME TENTS, WELL-EQUIPPED WILL BE ERECTED, READY ON SITE, AND NST REPRESENTATIVES WILL BE IN ATTENDANCE AT EACH SITE THROUGHOUT THE SEASON. FIRST MEAL ON ARRIVAL IS PROVIDED FREE, OF CHARGE. "Schoolcoach" is available as the centre for a programme of visits. Full details on request.

A display of camping equipment will be shown at each meeting.

Maltese election

Labour sticks by its vocational guns

by Carl Slevin

The Maltese general election manifestos indicate a sharp divergence on education policy between the ruling Malta Labour Party and the Opposition Nationalist Party. The elections are being held this weekend.

The MLP sees education primarily as a way of enhancing economic performance, whereas the nationalists see the improvement of the individual as the first concern, and additionally, as the best way of ensuring maximum economic benefits.

It is, of course, a Maltese fact of life that every activity must be considered from an economic point of view. The island (with its own associates, Gozo and Comino) has only one marketable natural resource—its climate—and, for a sovereign state, is extremely small with a population of only 300,000. It suffers from chronic unemployment and considerable balance of payments problems.

Part of Labour's answer has been to organize education on vocational lines and, as far as possible given rather unreliable statistics, on the basis of fairly rigid manpower planning. The MLP manifesto also considerable claims for the success of existing policies and suggests very few innovations. Nursery and primary education are not even mentioned. At the secondary level, the only new proposals are to stream the best pupils between a number of specialist schools.

These proposals must be seen against the background of education policy over the past five years. The streaming plan is one attempt by the government to counter the disruptive effects of the massive educational restructuring which it has carried on since 1971. The technical training proposal is intended to remedy some of the defects of one particular aspect of the reorganization the establishment of trade schools, similar to the British old secondary moderns.

The Malta Union of Teachers favoured most of the reforms in principle, but objected to the lack of planning for putting them into effect and resented the government's accusation that teachers were responsible for the resulting problems.

Labour's main proposal for higher education is to continue its efforts to make the Royal University of Malta and the Malta College of Arts, Science and Technology cooperate more closely and plan the courses they offer according to the social and economic needs of the country.

In addition, the manifesto envisages limiting their activities in areas where Malta cannot afford to reach a high enough level, as in some science subjects. To make up for this, the MLP proposes to create opportunities to study such subjects abroad.

The Nationalist manifesto, proposes a wide range of educational measures in considerable detail, and includes almost all the suggestions made in the MUT's memorandum to the political parties.

The Nationalists propose to set up a system allowing teachers to participate in governmental decisions about education and in the running of the schools where they work; to improve staffing and organization of trade schools and nursery schools; to introduce remedial classes in primary and secondary schools; to provide in-service training for established teachers; and generally to improve discipline.

Higher education is the one area in which the MUT's proposals are not accepted by the Nationalists. Their manifesto proposes to re-establish the autonomy of the RUM, effectively taken away by the Education Act, 1974, whereas the MUT favoured the eventual integration of the RUM with MCAST.

On teacher training, the manifesto promises to set up a new department of education at the university and to re-establish the residential college abolished by the present government. Because the building which housed it has been sold to the Libyan government for use as an Islamic cultural centre (TES September 10), a new one would have to be found.

West Germany

Graduate jobless trend worst for 30 years

by David Dungworth

The latest six monthly analysis, by the Federal Office of Labour of unemployment among people with higher education reveal that job prospects for graduates are now worse than they have been at any time since the war.

The analysis is based on the statistics for the end of May 1976 when 12,800 graduates were officially out of work. Of these 18,108 had completed their studies at a university or institution of comparable status and the remaining 14,392 at a College of Advanced Vocational Education.

These figures are respectively 40.2 per cent and 18.6 per cent higher than the corresponding ones for May 1975. Slightly over a third of the university graduates and nearly a quarter of those from advanced vocational colleges were newly qualified applicants who were still looking for their first post.

This the Federal Office of Labour interprets as evidence of a continuing reluctance by employers in both the public and private sectors to take on inexperienced staff.

A breakdown of the overall totals according to professions shows that 55 per cent of the unemployed graduates from advanced vocational colleges were engineers. The greatest increase during the past 12 months, however, was of 90.8 per cent in those trained for jobs in the social services.

Among university graduates the largest group was composed of economists and social scientists (1 followed again by engineers (1 Well over half the latter were electrics and civil engineers, a further indication of the extent to which the building industry has suffered from the recession, despite a massive injection of government cash last summer.

Teachers form the third largest group (43,344), a rise of 70.3 per cent compared with the number out of work in May, 1975. This figure takes no account of the shortage of working among teachers caused by the practice of some Länder (States) Ministries of offering graduate entrants to the profession courses to teach only two thirds of a normal timetable. (*TES*, July 9.)

In general, however, higher education remains the best safeguard against unemployment. University graduates accounted for only 1 per cent and those from advanced vocational colleges only 1.5 per cent of all people registered as unemployed in May of this year.

The Federal Office of Labour estimates these rates to be considerably lower than for less well qualified workers, pointing out that two thirds of all graduates are employed in the public service which provides an above average degree of job security.

France

Reform brings reorganization in research and resources

Only six years after two new research and development agencies were created to help co-ordinate between them the activities of the Institut Pedagogique National and the Centre National de Documentation Pedagogique (CNDP), Minister of Education, has now decided another reorganization of the services.

There will be an Institut National de Recherche Pedagogique (INRP), from whose present name and functions *documentation* is withdrawn, and the Centre National de Documentation Pedagogique (CNDP), which will be responsible for all documentation for teachers by all media and which takes over the functions of the present Office Français des Techniques Modernes d'Education (OFRATEMEI).

M. Haby's purpose in concentrating and strengthening resources for production and distribution of documentation for teachers, even at the expense of research, is to increase the assistance that will be needed by teachers to adapt their teaching methods to the changes in subject programmes — subject from his 1975 reform of primary and secondary education.

The CNDP, with a staff of 550, is intended to be the agent of the service teachers in communes.

The CNDP will produce publications, games, guidance and advice on curriculum, content and method.

The INRP will undertake and arrange for research and experiments. It was its predecessor which made the under-use of a number of years, that resulted in the reform of methods of teaching French and mathematics in primary schools and the ending of streaming by assumed intellectual ability and physical aptitudes when children passed from primary to secondary education school.

TRAVEL

SCHOOLS

give yourselves a break!

BELGIUM HOLLAND FRANCE GERMANY
AUSTRIA & ITALY FROM £40.

Plus 23 "Off the beaten track" tours

- Free Insurance included.
- New for Leaders £10.00 off your personal holiday.
- Special Deal from Hull: 5 course dinner, cabin and full English breakfast included for schools in the Midlands and the North.

Extra evening telephone service 7-9 p.m. Don't delay, ring today or tonight and send for our free colour brochure.

SPECIAL GROUP OFFER: UP TO £60 OFF FOR EARLY BOOKINGS

Leahys Travel Limited
118 Harpenden Road, St Albans, Herts AL3 6BZ. Tel: (0727) 53814

Name .....

Address .....

dr3/9668

LEAHYS TRAVEL LTD.

BARCLAY SMITH'S

(Est) 4a, Knights Chambers, 22, South Mall, London, N.9. 01-807 5445.
SPECIALISTS IN EDUCATIONAL TRAVEL FOR 27 YEARS
Fully Bonded Member of A.B.T.A. Founder Member of S.A.G.T.A.

FOREST / DE BEAN—5 days with sightseeing £24.97 HOLLAND—6 days from £46.10
YORK—6 days with sightseeing £22.50 SPAIN—10 days from £62.70
Send now for 1977 Brochure for large selection of Centres at Home and Abroad

Swedish election

Young voters may decide razor-close contest

from Mike Duckenfield

STOCKHOLM

As the triennial general and local election campaigns climaxed this week prior to polling on Sunday, the ruling Social Democrats and non-socialist opposition were neck and neck in a race which neither side is confident of winning.

The most recent opinion polls give the three centre-right parties a 1 per cent lead over the Social Democrats and Communists combined, but it is expected that the final result will be almost as close as that in 1973 when the socialist block won a 0.1 per cent victory.

The closeness of the contest has focused special attention on the 487,500 newly enfranchised 18-20-year-olds. A poll of 18-22-year-olds revealed that although the Social Democrats' support was much the same as in 1973, that for the Communists has fallen while the Conservatives and Liberals have gained popularity.

Although the campaign has been without burning issues, much of the attention has focused on the government's plans to expand its nuclear reactor programme, the high rates of taxation and the Social Democrats' pledge to give parents of all under eights a paid year off work so that they can spend more time with their children (*TES*, July 16).

The proposal is that present post-childbirth leave of absence lasting seven months should be supplemented by the equivalent of five more months, divided between parents and taken either in whole periods or in the form of reduced work hours.

The Prime Minister, Mr Olof Palme, has now said that the scheme would start from the beginning of 1978 and be extended to cover parents—including the unmarried and those with adopted children—with youngsters born between 1971 and 1977. The right would also apply for each child.

The scheme would be implemented gradually. Parents of those born in 1971-72 would get five days leave for each child. This would be increased to 10 days for births in 1973-74, 20 days for 1975-76 and 30 days for 1977. Parents of children born in 1978 would get two months with the full five months being granted by 1982.

The total cost of the reform would be about 1,000m Skr (£128m) when fully operational. It would be financed out of family benefits and social security payments.

Olof Palme: policies on trial

While education has not been an issue in the election, all parties have lengthy sections on it in their programmes and manifestos.

There is a large measure of agreement. Both the Social Democrats and the main opposition party, the Centre Party, favour recurrent education, the placing of equal value on theoretical and vocational studies, equality of access to higher education for adults and school leavers and measures to help overcome immigrant children's linguistic problems.

Differences centre around the Social Democrats' belief that trade unions should have a right to participate in school work and receive priority in the adult education sector. The Centre Party, on the other hand, emphasizes decentralization of decision-making and the dispersal of resources.

Further to the right, the Conservatives underline the need for smaller schools and classes and the retention of university degrees, abolition of which was suggested in the original UGH higher education reform proposals.

To the left, the Communists want the abolition of all graded school and university marks, the universal right to a free nursery school place for under-sevens and the right of all language minorities to have all basic education up to the age of 16 in their native tongue.

If Mr Palme's party does lose it will not be due to any one issue, but rather the accumulation of minor grievances. With one exception it would be the party's first time out of office in 44 years.

Australia

Dismissed drug-taking staff unlikely to be reinstated

from John Kirkaldy

SYDNEY

The case of three Queensland teachers who were dismissed after smoking marihuana has become something of a cause célèbre throughout Australia.

The teachers were convicted in May of smoking the drug at a weekend in a remote farmhouse. They were all fined $A350 and then dismissed from their jobs by the Queensland Public Service Board.

The Queensland Teachers' Union is not protesting against the sentence, even though in most Australian states authority has increasingly turned a fairly blind eye towards the use of marihuana. It is complaining, however, against what it sees as a case of double punishment.

The union maintains that the board is a closed court where there is no hearing and no right of appeal. They point out that the teachers were using the drug in private and did not advocate its use in public.

But Mr Val Bird, Queensland's Minister for Education, says that he believes that it is inappropriate for children to be taught by people convicted of drug offences.

The case has aroused widespread interest as a classic test case of the issues involved in the debate over the proper conduct of teachers.

Teachers in Queensland have refused to take the dismissed teachers' classes but it is unlikely that there will be widespread industrial action. The matter has now been taken to the state's industrial court. It is unlikely, however, the state government will countenance the reinstatement of the teachers.

Holland

Early retirement plan for heads

AMSTERDAM

The government is to allow voluntary early retirement at 63 for heads of primary, secondary and grammar schools as well as for kindergarten leaders. The scheme starts from December 1. It is expected that at least 500 school heads will choose this option.

Those agreeing to early retirement will be entitled to 80 per cent of their salary, while the two years leading up to the official retirement age of 65 will be considered as normal working years without payment of pension premiums.

This follows a declaration of intent last year by the government to introduce a scheme of early retirement for people with "long years of arduous service".

Arnold Lissauer

Republic of Ireland

High Court expulsion case sets legal precedent

from our correspondent

DUBLIN

The right of an Irish school to expel any pupil—hitherto taken as virtually axiomatic—is being challenged in the High Court in Dublin for the first time.

The school involved is the new community school in Tallaght, a rapidly-expanding Dublin suburb. Two boys are concerned.

Their mother, Mrs Kathleen Smullen, has successfully applied to the High Court for a conditional order calling on the school's management committee—which includes two members of religious orders and two prominent local politicians—to show why the order expelling the boys should not be quashed.

In an affadavit to the court, Mrs Smullen disclosed that the expulsion decision was made after a knife fight which took place across the road from the school during a lunch break. During the fight, which lasted three or four minutes, the older boy, she said, came to the aid of his brother, who had been stabbed.

Two days later the brothers were suspended from the school. Representatives of the government-supported Free Legal Aid Centre network urged that their mother should be allowed to have legal representation at the subsequent meeting of the board of management. But this was refused. The boys were then expelled.

The grounds on which the judge has made the conditional order relate basically to the alleged lack of due process, in particular because neither Mrs Smullen nor her sons were given an opportunity of presenting evidence to the respondents or of being legally represented.

The management committee of the school is expected to mount a vigorous defence to the case when the court resumes, probably next month: whichever way the decision finally goes, it will be a landmark in the history of educational administration in the Republic.

United States

Syllabus boost for arts

from Michael Binyon

WASHINGTON

The arts will be considered part of the regular school curriculum for the first time under a new programme announced by the Office of Education. The programme is the first support by Congress for arts education as an integral part of the academic syllabus instead of an alternate study or after-school activity.

Awards totalling $750,000 have been awarded to 89 recipients, mostly state departments of education or local education agencies. They range from $2,000 to $10,000.

The awards will support projects which include in-service training to help teachers get a working knowledge of music, dance, drama and the visual arts and how to teach them.

Many of the grants, like the $10,000 awarded to the school system in New Haven, Connecticut, will be used to train a core of specialists and classroom teachers to design arts programmes for pilot schools.

schools abroad LIMITED

4 GREAT NEW PUBLICATIONS

FOR JUNIOR - MIDDLE - SECONDARY SCHOOLS

1 SCHOOL TRAVEL '77

Flights by scheduled IATA airlines and special Schools Abroad charters ■ British coaches from the school back to the school or Continental coach ■ Full excursion programme with entrance fees on all coach tours with the option of unlimited mileage on British coaches ■ Fully inclusive prices with the Schools Abroad Price Control Scheme.

Tour & Country	Prices from
8 Days - Costa Brava by Air	£62.85
8 Days - Majorca by Air	£66.50
8 Days - Lido di Jesolo or Venice by Air	£67.30
8 Days - Rome, Florence, Venice by Air	£74.10
8 Days - Bay of Naples by Air	£85.95
8 Days - Malta by Air	£87.00
8 Days - Athens & Greek Islands	£92.20
8 Days - Switzerland by Air or Coach	£70.35
8 Days - Austrian Tyrol by Air or Coach	£69.95
5 to 7 Days - Holland by Air or Coach	£44.85
5 to 7 Days - Rhineland by Air or Coach	£53.85
5 to 8 Days - Belgium by Ship or Coach	£33.00

These are some of the tours contained in our fully illustrated 40 page brochure.

2 SKI-ING '77

Send for our fully illustrated colour brochure with full details of our centres in Italy - France - Austria - Switzerland - Bulgaria.

- *Up-to-date availability list.*
- *Details of our revised Price Guarantee Scheme.*

SPECIAL TEACHER'S CONCESSIONARY HOLIDAYS
Low cost Winter Holidays for members of the teaching profession and their friends.

3 FRANCE '77

4 - 10 day tours to Paris - Normandy - Calvados - Brittany - Loire Valley - Ile de France - the Auvergne - Dordogne Valley - French Alps - Lourdes - Alsace and the Camargue.

- Fully inclusive prices from £32.80.
- Travel by rail - ship - British coach - Continental coach - hovercraft or air.
- Full programme of excursions with entrance fees included on all coach tours with unlimited mileage by British Coach.
- Our unique 'Project France' language and environmental study scheme.
- Taste the real French atmosphere of the VVF holiday village with excellent accommodation and leisure, entertainment and sports facilities.

Full details in our 40 page illustrated brochure.

4 BRITAIN & EIRE '77

A brand new Schools Abroad programme: Adventure - Outdoor Pursuits - Sailing - Canoeing - Orienteering - Nature Study - Environmental Work - Educational visits and excursions - Music Courses.

- *5 to 7 Day visits by Rail - Coach - Ship and Air.*
- *Centres in Northumbria, Wales, the Herefordshire Border Country, the Cotswolds, London, Jersey and Eire.*
- *Courses in term-time and holiday-time.*

Please send me the following brochures:
SCHOOL TRAVEL '77 ☐
FRANCE '77 ☐
BRITAIN : EIRE '77 ☐
SKI-ING FOR SCHOOLS '77 ☐
Including Teacher's Concessionary Holidays

Name .....

School Address .....

.....

.....

SCHOOLS ABROAD LIMITED
42/44 CHURCH ROAD
BURGESS HILL
SUSSEX RH15 9AE
Telephone: Burgess Hill 42825
Air Travel Organisers Licence No. 183/B

Strong union line could stop the cuts

Sir,—As a qualified teacher who has now wasted a year trying to obtain a job, I would like to express my feelings on the subject and to outline the frustrating position in which I, and many like myself, now find ourselves.

To find a teaching post in England is now virtually impossible. Your classified section has dwindled to just a few pages, and the jobs that are to be found rather unfairly demand experience.

What are we to do then? The choice seems to be either to enter industry or to obtain a job abroad, (both of which would be a tragic waste of the money spent on our training).

Industry understandably regards us with a wary eye, as they feel that once the educational climate improves, we would immediately return to the blackboard. Jobs abroad require experience, as no one wants to risk flying a newly-qualified teacher to Iran or similar deserted spot only to find he or she is unsuitable. The demand though for a chance abroad is immense.

I wrote far a post at the British school in Brussels recently, only to be told that they had had 500 applications! But most important, I did not decide on three years at college in order that I might go in to industry or abroad!

If one feels blame for the situation must be attributed, I, for one, would not rest that upon the Government. Their only fault is acute lack of foresight. Their mistake will show when the children now deprived of sufficient education go to take their place in industry or politics.

The blame must fall on those people who allow them to make such crippling cuts, that is, the public, the teachers themselves, but most of all the impotent teaching unions.

The NUT, NAS, etc, should ensure, through positive and aggressive action, that: the Government make no more cuts; schools do not employ armies of cheap part-time teachers, augmented by asking parents to sit in on classes and by increasing the work load of existing teachers; schools do not discriminate against the inexperienced teacher. They should only advertise for "experienced teachers" if they can show that there is a definite reason, and not just that they will not risk or cannot be bothered with the probationer. One year's teaching experience should, in any case, be arranged for and included in the training of the teacher.

It is thus up to the unions, backed solidly by the teaching profession, to act. It is the only way that we might save our once envied educational system.

ANTHONY HAYES.
3 Aspen House,
Longlands Road,
Sidcup,
Kent.

Sir,—One must have great sympathy for the two unemployed teachers ("Jubs crisis", September 3) who have so honestly and indeed movingly described their problems as experienced pedagogues in obtaining teaching posts. I am sure they are not alone in their quest.

It is indeed a paradox in this age of alleged educational improvement, unending challenge, new vistas, etc, so continually vaunted by trendy pundits that there are so many unhappy and frustrated teachers of all age groups around. These can be listed as:

Those who have stuck to their posts out of necessity following the upheavals of reorganization because they could not afford to lose seniority or pension rights. Often they have had the humiliation of seeing top posts occupied by those with far less experience and qualifications, but who could make the right political and dogmatic noises appropriate to the new egalitarian set up.

An increasing number of despairing young teachers who are fed up with bearing the brunt of the indiscipline and disorder endemic in the new schoolings, often in large schools devoid of personal touch—and worn out too by the demands of mixed-ability teaching, that fetish of our latter day levellers.

Teachers who are actually unemployed, mainly in two categories, are either disillusioned young entrants to the profession, fresh from training, who cannot find a post and who feel understandably cheated. Then there are the well qualified and experienced teachers also out of work whose very experience, especially in grammar schools, makes them "suspect" persons in the new egalitarian anti-intellectual ethos of today in so many schools.

One cannot help looking forward to a time when some of the interfering politicians at national and local level, the ton often arrogant local bureaucrats and the trendy reformers, who have between them brought about the present situation, may themselves, in their turn, have to suffer unemployment and reach for the begging bowl.

J. H. K. LOCKHART,
21B King's Avenue,
London W.5.

Is smaller really better?

Sir,—I feel that in the query "better education" there is much emphasis on the need "smaller" classes. However, is smaller? Has any teachers' association brought realism into this by stipulating a definite minimum "class size"?

Of course a pile of 26 exercise books for marking is a more attractive proposition than one of 36. It is in this discussion one often hears mentioned the actual time, minutes and seconds, one teacher can spend with each pupil. In normal classroom teaching most teachers do not work, and never have worked, in that way.

In discussion about independence in education, class size is usually the main point emphasized; I feel attitudes and parental expectations do not get sufficient study. In the fifties in our staffroom (modern school) we heard the usual grumbles about "All 39 of class 3B in today." Now we hear from young teachers "All 29 of class 3B in today."

I feel that a Parkinson's law of diminishing expectations: diminishing output and motivation is operating. I for one have seen as much chaos in a class of 18 as in one of 38.

R. G. FLEMING,
279 Upton Lane,
Forest Gate, London.

How to help poor readers

Sir,—As the Schools Council prepares to make case studies of language policy in individual schools, it may be useful to describe the deliberations of a secondary school reviewing its own language policy in the light of the Bullock recommendations.

Most of the Bullock report is rightly angled towards the primary school, where most children's reading habits are formed. There is little in it that can be specifically applied to secondary schools and there might be a tendency to conclude that the spirit of the report is already accepted in schools that have library periods, paperback bookshops and an acceptance by all departments that it is their job to teach English and encourage reading. Yet, it is clear that these kinds of expedient mainly have the effect of enabling those who already read well to read better.

"Honestly, sir, I can't find any books in the library."

When secondary schools review their language policy, attention inevitably focuses on the problem of the poor readers, who are held back partly by the difficulty of giving them the individual help they need. Remedial departments are provided particularly for the purpose of helping those with learning difficulties, but it is impossible for them to deal with more than a small minority of children. Inevitably only those with the more obvious learning difficulties receive this kind of specialized help. There remain many far from perfect readers, who are judged able to cope with the full curriculum.

The working party at The Littlehampton School made two recommendations for finding and helping those with less perceptible learning problems. The first was to make more use of the information on each child that had been gleaned by the remedial department. This information was acquired from objective assessments of four aspects of learning and reading—verbal reasoning, non-verbal reasoning, reading age and reading comprehension.

A comparative study of the results revealed that there were few children who achieved consistent scores. This inconsistency can be partly attributed to the shortcomings of the tests themselves, but they also help to isolate a particular learning difficulty. From the reading point of view, children quite often had a much higher reading age than that for reading comprehension. This can be partly explained by the practice in some primary schools of using the look and say method which teaches children to say words that they cannot necessarily understand.

This kind of information on children is not for publication, but it was felt that used judiciously, especially by house staff, it could be used to isolate learning problems. Individual help could then be planned and monitored by the group tutor within the normal curriculum, especially during the tutor group period.

The second recommendation was that departments should pay more attention to the reading age of their textbooks and class books to ensure that they were within the reading comprehension of their classes. It is evident that most textbooks are designed for the more able readers in any age group and are therefore difficult for many pupils. If teachers are aware of this, they will be more sympathetic to children who are quietly frustrated by long words or sentences. They may even find funds to replace their books by something more suitable, if such books exist.

Poor readers need as much individual help and sympathy as they can get and these measures will at least increase the teachers' awareness of the individual child. In the longer run it is to be hoped that more and more will acquire a genuine desire to read and thus fulfil the central hope of the Bullock report.

M. D. PALMER,
Deputy Headmaster,
The Littlehampton School.

Give us some autonomy

Sir,—Recent suggestions by those within the legal profession concerning the usefulness of the jury reflect a desire for professional abilities to be recognized through autonomy. This bone of contention reflects, and reinforces, the teachers' plea for professional status and the reform of the manager's role.

It is time for the introduction of a new act to replace the 1944 one which recognizes the tremendous progress made in teacher training, education, and the BEd. Each school should have a board of professionals from within the profession which would represent teachers within the school and a new body similar to the General Medical Council.

Such professional autonomy would have to be seen alongside a uniformity of teacher education standards and higher academic entrance qualifications in order that the general public should recognize the fact that education has progressed since 1870 and teachers deserve as much autonomy as the doctor and members of the legal profession.

STEPHEN McGINTY,
185 Stanley Grove,
Gorton,
Manchester.

Bargaining jobs away

Sir,—Can it be that as "the murmurs of self will" urging the return of free collective bargaining begin to swell, the lessons of the present and recent past have still not been grasped?

Given free collective bargaining has come to mean the vehicle for achieving money increases unrelated to the creation of real wealth, the power to demand two units of payment where previously one had obtained, undoubtedly exists. The cause can be initiated but the effect is immutable. The value of the unit must halve. A by-product of this irresistible law is that where the speed of such change is unassimilable, many products and services will not bear two units where one earlier stood, to which the cruel waste of a million and a half workless, with no bargaining power, free or otherwise, bears eloquent testimony.

It is perhaps the irony of our time that as legislation multiplies to give me protection at my job, the real threat to my employment comes from my fellow and stronger worker. He speaks of me as his brother. I hope he means it.

W. E. M. CLEGG,
66 View Road,
Rainhill,
Merseyside.

OU boxes an empty exercise

Sir,—Ms Burston ("Swapping OU boxes is more than fun", August 27) is really her own worst advocate. She fails to discriminate between the necessity, or advisability, of learning certain facts and the academic rigour of argument and debate in support of a viewpoint held, sometimes in opposition to that of course author or tutor.

The display of acquired knowledge she may well regard as regurgitation, but I trust that her educational digestion can accommodate the skill of learning, leading to the ability to persuade by debate.

Ms Burston deals at length with the Empty Box project. In view of her comments it is worth quoting the rubric for that project: Think of an empty box. Find—or make—two boxes. Make one into a kit, i.e., a composition, of your own. Mail the other one empty to any friend of yours... etc. etc.

Allowing that Ms Burston could see no virtue in the element of surprise from the receipt of an empty box in the post she has failed utterly to grasp what is surely an essential of the project—personal creativity. She has allowed the course's enthusiasm for the use of children as models and ideals of creative behaviour spill over into her interpretation of this project.

One is led to ask: Did she find her friends' children's use of the box extraordinarily creative? (My nieces and nephews do it all the time.) Does she so rarely play with children as to need leading into it? Has she so rarely observed children at play? Does she feel the course should be renamed OU Playschool? What did she contribute of herself to the project? What would she have done had there been no children to do the project for her?

That children have a fresh and naive approach to creative play is not questioned but surely a second level degree course should demand of the student more than the observation of the creative efforts of others.

The message of recyclable waste is worthwhile but surely more than a little hypocritical in a course which is itself such an enormous resource consumer, not just in paper by power, fossil fuels, minerals, etc.

Ms Burston's final point concerns The New Games Ethos (a resource consumer if ever there were one). My criticisms of these were not that they were not fun, nor did I wish to inhibit Ms Burston's right to play, but (1) that I could see little reason to import, at considerable expense two undeniably nice people from America for the sole purpose of introducing 80 or so adults a week to games that we could so easily have learnt at Butlins last up the road and which are hardly new and (2) I could see little "academic rigour" in them. I was, after all, engaged in a week of supposedly intense creative activity, not on my summer holiday.

I really feel saddened that what I had originally intended as constructive criticism of TAD 292 should now be represented as "antagonistic vocal minority views" and had Ms Burston and her friends taken the trouble to ascertain the full range of my criticisms they would be in a much better position to assess my feelings towards what I regard as a course splendid in conception but lamentable in commission and execution.

Wither Unit 30 et al.

G. C. DEACON,
George Deacon and Marion Ross,
6 Gaels Row,
Woodford,
Kettering, Northants.

Future tense

Sir,—Your report (August 29) of the paper I am presenting on the costs of the Open University to the OECD conference on institutional management in higher education contains a serious error which I hope you will allow me to correct.

The paper is quoted as stating that "the Open University has had to cut by half the number of new courses produced every year to prevent it from becoming more costly to the country than a conventional university".

This is not so. What the paper states is that in order to keep its average costs a student at the same level in future as they are at present the university will have to reduce the number of new courses by about half by 1979. In other words I am referring to a future possibility not a past occurrence and I am talking about the university becoming more costly that it has been in the past but not more costly than conventional universities.

These are some three to four times more expensive on the basis of average cost a student and any change in Open University costs will have only a marginal effect on this ratio.

LESLIE WAGNER.
School of Social Sciences and Business Studies,
Polytechnic of Central London.

Honesty doesn't pay in the expenses game

Sir,—In a television programme concerning petty theft or "fiddling" it was suggested that the category of persons least prone to this crime was teachers. Since a great deal of fiddling is associated in the public mind with expenses claimed fraudulently, the following anecdote is an interesting comment on the suggestion made by the programme.

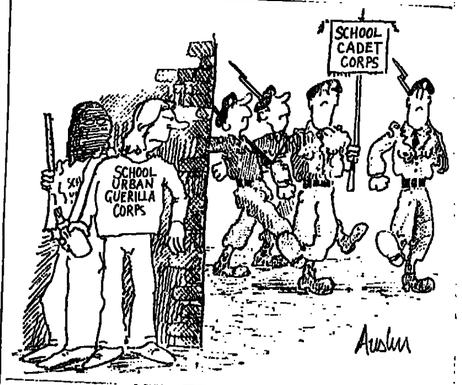
Last spring I travelled to the north of England for an interview for a new teaching post, for which journey I claimed expenses on the form provided by the L.e.a. I travelled by car, as this was more convenient than the train, and allowed me to make the journey in one day, whereas if I had taken the train I would have had to stay overnight, at further expense to the l.e.a. and at more cost to my own school in terms of lost teaching time. However, the form did not allow me to claim for car expenses, but only rail fare. A day return ticket by train amounted to approximately £4 less than my car expenses.

I pointed all this out to the l.e.a. concerned, and after protracted correspondence, the validity of my case was admitted, but it was pointed out that there was no provision for paying car expenses, and as I had signed the claim form, they could not reimburse me further.

I am out of pocket, therefore. Should I have "fiddled" and charged the less for a period return? But I did travel there and back in the day, and a period return ought to have been accompanied by a request for payment of overnight expenses, or it would be immediately suspect.

It is not just that teachers do not fiddle; it seems that the world fiddles them, as I am sure other correspondents will not be slow to illustrate by examples. We are just too good for this world.

K. ELLIOTT,
36 Lorraine Road,
Wootton,
Bedfordshire.



Improving on TEC's new image

Sir,—The comments of Mr Hanrott on TEC, "A tick for the TEC" (September 9), are welcome. The bushel under which TEC has so long secreted its lamp has been too large. Certainly TEC's concern to gain a place in the educational system is good news. It has not been too much in evidence in the past. Indeed, some of its protagonists have shown an almost paranoid obsession with technician education, on the grounds that our further education system generates too many chiefs and too few Indians. While there must be much sympathy for this view, it must be recognized that, given the considerable lottery that education still remains in this country for schoolchildren, those willing and able to benefit from degree and other courses should be permitted the opportunity to do so. It is to be hoped that TEC will not make this more difficult.

Concern, particularly from employers, has been expressed about the composition of the programme committees. One of the virtues of the existing provision is that it does allow a wide basis of professional representation on joint committees and the like, many of which cater for small specialist groups. Such representation is noticeably diminished on the TEC programme committees, much of whose membership consists of heavies from the further education scene, curious when considered with the comment that "standards of awards should not be judged entirely by academic criteria." It would be nice to know, too, that these committees are not to become self-perpetuating oligarchies and that provisions for turnover and selection will be publicized.

Perhaps the saddest feature of TEC is that by introducing a quite different structure to what has gone before—not all of which, as Mr Hanrott rightly indicates, has been satisfactory—innovation in existing courses has been retarded by half a decade. No doubt we shall all have to learn to live with TEC and its schemes, but would not a better way forward have been to start a few experimental programmes which, if successful, could have been introduced nationally? And while it may be true that in a few large centres sufficient resources exist to provide all those optional and supplementary units at varying levels, will TEC actually mean a better deal for students both in Birmingham and Inverness?

JOHN C. MARSDEN,
Head of the Department of Life Sciences,
Polytechnic of Central London.

Occasional news

Sir,—In his article "Sixth Sense" (August 13), Bob Doe referred to a pamphlet entitled *Sixth Form Colleges* as being a report from the Headmasters' Association. This unfortunately implies—and wrongly—that the pamphlet is official HMA policy.

There is an important distinction between occasional papers and official policy statements by the association. Individual groups of members will often have views which may well be of wide interest without being shared by all.

The association wishes to give such groups the opportunity to publish their views without committing the whole body.

E. J. DORRELL,
Secretary,
Headmasters' Association.

Paying for pros

Sir,—The point that Mr Lambert missed when referring to paragraph 294 of the Houghton Report in his letter, "A job for all seasons" (August 27), was that it was totally outside the terms of reference of the committee who were only investigating the pay of teachers.

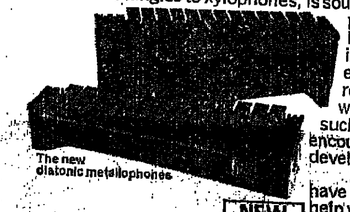
The offending paragraph is not even strictly accurate in its entirety when it assumes that our pay is for professional standards of performance outside the normal prescribed hours as is accepted in other professions. Teachers when promoted are told the extra pay is for the "responsibility".

L. FREITAG,
Vice-president,
Camden and Westminster branch
NAS/UWT.

Teach them to play music with help, encouragement and New Era.

New Era instruments for schools are made by Premier, Europe's largest percussion manufacturer. This means that the complete range, covering everything from triangles to xylophones, is soundly made and sensibly priced. Even more important, Premier instruments incorporate the depth of experience to produce a reliable and satisfying sound which, as you know, plays such an important part in encouraging young people to develop their musical potential.

And what's more Premier, have kept prices low to help your budget work harder.


The new diatonic metallophones

NEW ERA Premier

To: The Premier Drum Co. Ltd., Bisby Road, Whitton, Leicester LE8 2DF.
Please send me a copy of the New Era catalogue. I enclose cheque/P.O. for 20p made out to Premier, to cover postage.
Name
Address

Registered in England No. 235500 Lakeside Swindon

SPECIAL ANNOUNCEMENTS

TINDERBOX
LIVE!
Music and Stories for Children
93, Stradella Road
London SE 24
(01) 274 5314

The new Hohner Melodica Cassotto

- Superb woodwind like tone
- The Cassotto (special sound chamber) can serve as a table stand as well when played with the flexible tube.

SPECIAL INTRODUCTORY PACK FOR SCHOOLS

- Melodica Cassotto 26 (soprano) incl. tube and stand
- Melodica Cassotto 27 (alto) incl. tube and stand
- Introductory booklet and tutor
- 4 booklets of music arrangements
- Background material (repertoire list etc.)
- £2000 Tape Recording Competition details
- This introductory pack is available to teachers and schools ONLY DIRECT FROM HOHNERS at

£28·50 incl. VAT post & packing (normal retail :- £42.20)
(for a limited period - future orders only through normal channels)

COURSES
Beginning at Jordanhill College Glasgow and Moray House College Edinburgh we are organising many Melodica courses this Autumn. Details available.

The Tape Recording Competition
Prizes include a trip to the Black Forest and other prizes to a value of over £2000. Details available.

To: Education Department M. Hohner Limited
39-45 Coldharbour Lane, LONDON SE5 9NR
Tel: 01-733 4411
Please send me details of the Introductory Pack for Schools, the courses and competition etc.
Name
Address
Please Note: Any requisitions sent in need merely indicate 'Melodica Introductory Pack'.

Sport

Katriona McAuley (centre) and Scottish teammates.

Chance for gymnasts

Scottish, Welsh and English schools and junior international girl gymnasts have qualified for the finals of the Lilia-White schoolgirls' competition at the Crystal Palace, London next month.

Each girl will tackle only one of the four exercises. The aim is to give young gymnasts a chance to develop the routine they are best at. Nevertheless, many of the more advanced competitors entered for more than one in the 13 regional qualifying rounds.

All the Scottish representatives are members of the national squad: Katriona McAuley (Penicuik High School), vaults; Isabel Henderson (Albert Secondary School, Glasgow), floor; Sriona Betty (Dunfermline High School), beam; and Janice Steel (also of Dunfermline High) on the asymmetric bars.

The Welsh representatives will be Jackie Vokes (Stanwell Comprehensive School, Penarth), vaults; Linda Surringer (Fitzalan High School, Cardiff), floor; Linda Bernard, another Fitzalan girl, on the beam; and Angela Morgan (Cathays High School, Cardiff) on the bars. All are Welsh junior champions of one sort or another.

Two of the Yorkshire finalists are English internationals: Karen Robb (Colne Valley High School, Huddersfield), who was second in the *Daily Mirror* Moscow scholarship final, and Fiona Reeve, of Holy Trinity School, Halifax. Karen will go for the floor exercises and Fiona will do her exercises on the beam, Joanna Sime (King Edward VII School, Sheffield), on the bars, and vaulter Diane Bull (Roundhay High School, Leeds) make up Yorkshire's four.

In most regions the greatest entries were for the floor exercises because schools generally have only one piece of apparatus, usually a vaulting horse or beam.

Girl golfers get a look in

Girls are to get a look in on the highly successful Aer Lingus schools golf tournament for the first time next year. In fact, there is a trial run at Foxhills golf course, near Chertsey, Surrey, on September 28 when four schools from England, Ireland, Scotland and Wales will meet in an 18-hole pilot venture.

Arrangements for those four finalists had been hurriedly made and there could be arguments about whether or not they are the best, but there should be no disputing next year's foursome who will have to go through the same qualifying procedure as the boys.

Girls taking part must be under 18 on August 1 and have a Ladies' Golf Union handicap of 35 or better. School teams can be two or three-strong with the best two cards to count.

Aer Lingus and the Golf Foundation expect entries for the 1977 boys' competition to exceed 800—last year 726 British and Irish schools took part, a five-and-a-half-fold increase on the numbers in 1972, the first year.

And in line with this remarkable upward surge the organizers are making a minor rule change—instead of teams of four, with the best three cards counting, teams will be of three each with all scores tallied up.

Because 1977 is jubilee year Aer Lingus has switched the international final from the Republic of Ireland to Foxhills next May. This new club opened last year and has a strong Aer Lingus connexion.

Top man who knows the ropes

Mr. John Coghlan, former PE teacher, moves on to the international plane. Stanley Levenson reports

When Mr John Coghlan first read in the *TES* about the formation of the International Council for Sport and Physical Education, he said to himself: "I wouldn't mind being connected with them." That was in September, 1958, when he was director of physical education at Worksop College.

Today Mr Coghlan, deputy director and administrator of the Sports Council, is "connected with them" in a big way—as honorary secretary-general, in tandem with Sir Roger Bannister, the new president.

They were elected at the ICSPE assembly in Quebec to succeed Professor Julien Falize, of Belgium, and Mr Phillip Noel-Baker who had been president for 16 years. Mr Coghlan says it is a big honour for Britain to have successive presidents and is modest about his own election. "I was part of a package."

But it is a valuable package. Mr Coghlan and Sir Roger have considerable personal experience in physical education. They also have the apparatus of the Sports Council to provide back-up services for ICSPE. This is not cash, except in the sense that Mr Coghlan is paid by the Sports Council and continues as the administrator.

ICSPE or CIEPS, to give it its French initials, is an organization with Consultative A status with Unesco, which looks to it as the instrument to do Unesco's work in physical education and sport.

The main effort is "to help those parts of the world without the same standards and opportunities as, say, in the developed world" says Mr Coghlan.

This help takes many forms such as helping a country without a physical education curriculum in schools, or where there are not the same possibilities for women and girls, or with advice on physical recreation for the physically and mentally handicapped. Or it could be simply helping to "point people's noses in the right direction".

Projects are funded by Unesco after consultation with the countries concerned.

Countries like Britain get a great deal out of this work. Research in Britain is of a high quality academically and is often germane to the needs of ICSPE.

For example, present studies in diet to help the underdeveloped

John Coghlan: "part of a package"

world will provide a spin-off for the developed countries.

The many international conferences, even if devoted to Third World problems, help the developed nations. Teachers, physical educational specialists and coaches from countries like Britain often staff the ICSPE projects and, in the process, gain something for their own work back home.

Even the teacher who is never likely to be involved has something to contribute, says Mr Coghlan. "The better the coaching the more it makes the point that physical education is a must everywhere—one of the three essential parts of education: academic, social and physical.

"Thanks to physical education teachers our standards are what they are today, considerably higher than in 1948 when I came into physical education, and they weren't bad in 1948."

All this is part of the "package" that Britain has to offer ICSPE.

"Britain has an international responsibility. We have something to offer and are not looking for anything in return."

ICSPE has nine permanent committees of three or four people which meet from time to time in different parts of the world: research; documentation and information; facilities and equipment; sport and leisure; sports sociology; sport and tourism; history of sport, the mass media and international understanding; sport development.

The work of these groups is dominated to ICSPE members and contacts in 70 countries and to other institutions.

The organization, apart from its London secretariat, has a bureau in Paris, which forms the link with Unesco, and small regional secretariats in Egypt, Cuba and India. All are manned by experts with access to resources.

Strengthening these is one of the aims of the new management. Sir Roger has written to the Unesco director general, Mr M'Bow, suggesting a programme for the next few years which includes initiatives in analysis of the ways in which sport may have harmful effects—on training and cultural values—as in politics and press treatment, commercialism, nationalism and the wrong sort of sponsorship.

Another topic on the list is a study of sports and physical education in countries where food is scarce: dietary requirements, the role of exercise in the school health service, the development of young people in growing up.

Of course, there will be many conferences, but Mr Coghlan is opposed to what many people will regard as "talking shops". "There is nothing wrong with talking shops—so long as they produce positive action. They must give me a lot of work to do."

In Mr Coghlan, ICSPE has a good secretary general who knows the route from bottom to top: Birmingham graduate in modern languages, Loughborough trained in Physical Education, head of Physical Education at Bromsgrove School for five years, at Worksop College for 11, the Sports Council's principal regional officer in the West Midlands for 10, and deputy director of the council for the past 6 months.

Cyclist of the year

A Cyclist of the Year championship to be run by the Lewisham (London) Borough Council at the Catford Greyhound Stadium car park on October 2 will be open to children who attained a high enough standard in passing the cycling proficiency tests organized by the council's accident prevention section during the year.

Six tests based on riding ability, knowledge of the Highway Code and cycle roadworthiness are included. Lewisham's leading cyclist will be the competitor who gains the highest number of marks. He, or she, will receive a cup and there will be prizes for the runners-up.

London goes in search of young tennis stars

A junior tennis squad is being started by the Junior Sports Club which is based at the Crofton Leisure Centre, a joint venture by Lewisham Council and the Inner London Education Authority, in Manwood Road, Brockley.

Youngsters over the age of nine who show promise at tennis will be invited to join the squad for coaching sessions between 2 pm and 4 pm on Saturdays. The cost of the coaching will be 15p to join the sports club and a 15p session fee each week.

Each session will be taken by Len Wilton, a qualified Lawn Tennis Association coach, and will be run throughout the year. Anyone interested in joining the squad should attend the Leisure Centre on October 2 at 2 pm.

Ski show

School party tickets, at 15p a head are available for the International Ski Show at Olympia next month. They will be valid from October 29 between noon and 5 pm. Details from PA International Ski Show, Lower Dane, Hartlip, Kent ME9 7TB.

In brief

Japanese in Somerset

Thirty-nine Japanese teachers have been on teaching placement in Somerset as the practical part of their five-week intensive course in English at the University of Bath. They are all high school teachers of English in Japan.

Winning film

An Open University documentary film on the problems faced by a severely handicapped spastic boy in his fight for an independent life has taken first prize at the World Congress on Rehabilitation in Tel Aviv. The 25-minute film, *Am I Being Unrealistic?*, is a case study of James Woodward who took a degree in psychology only to find that he was considered unemployable.

Energy from waves

The department of engineering at Lancaster University has been awarded a £12,200 grant from the Science Research Council to develop a scheme for converting energy from sea waves at a low capital cost.

Tips for leavers

The first of the DES information sheets for school leavers, *Going to College*, will be issued this year. It gives basic information about how to apply for a place on a course at a university, polytechnic or other further education college, including teacher training courses and what to do if A and O level results are not what were expected.

Music manuscripts

The British Library has purchased for £10,000 a collection of autograph manuscripts of music by modern British composers. The collection was sold to raise funds for Macnaghten Concerts, the organization founded in 1931 to promote public performances of contemporary music, particularly works by young British composers.

How to help others

A booklet, *The Community and the Social Services: Opportunities for Learning*, has been published by the London Council of Social Service, 68 Chalton Street, London NW1 1JR, at 30p. It is intended for Londoners who want to know how to help others.

Library training

The College of Librarianship Wales has devised a series of courses to provide "on-site" staff training.

Details of the courses can be obtained from the director of short courses, College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth, Dyfed SY23 3AS.

Building control option

The CNAA has approved a new building control option in the Polytechnic of Central London's honours degree course in building. The four-year sandwich course is intended to give students an insight into the underlying motives behind the building control mechanism rather than just a detailed knowledge of the Building Regulations. It is believed to be the first of its kind in Europe.

People

Mr Robert Alexander, a senior lecturer at Bradford University, to be the university's School Liaison Officer on a two-year secondment.

Universities

Dr Philip Pettit, philosophy lecturer at University College, Dublin, is to be professor of philosophy at Bradford University from April 1977.

Dr. Brian William Barry, reader in pharmacy at Portsmouth Polytechnic, is to be the first professor in pharmaceutical technology at Bradford University.

Schools

Mr B. W. J. G. Wilson to be headmaster of Campbell College in succession to Mr R. M. Morgan from January 1, 1977.

Mrs Yvonne Lloyd, deputy head of Southwark Park infants school, Bermondsey, to be the new head-

THE THEOSOPHICAL SOCIETY
Founded 1875
International (60 countries)
Based on brotherhood, tolerance, freedom.
Teaches THEOSOPHY
Objects:
1. To form a nucleus of the Universal Brotherhood of Humanity, without distinction of race, creed, sex, caste or colour.
2. To encourage the study of comparative religion, philosophy and science.
3. To investigate unexplained laws of Nature and the powers latent in man.
For information send S.A.E. to:
THE THEOSOPHICAL SOCIETY IN ENGLAND
50, Gloucester Place, London, W1H 3HJ.
Telephone 01-935 9261

ROTHERHAM BOROUGH COUNCIL
LADY MABEL COLLEGE OF EDUCATION
Wentworth, Rotherham, S. Yorkshire S62 7TJ
Principal: John Foster, M.A., M.Ed.
The College is in a rural setting but close to centres of cultural and social interest. The campus contains Wentworth Woodhouse, an 18th-century mansion, and includes a variety of new buildings for both living and working. Students wishing to prepare to teach Physical Education will find a wide variety of courses suitable to their needs. The Faculty of Human Movement Studies and Faculty of Recreational and Environmental Studies in the College cover most aspects of the theory and practice of Physical Education. The Faculty of Arts offers a variety of courses concerned with Dance. College offers B.Ed. courses of Ord. and Hons. level with a Diploma in Higher Education components ready to validation. Good facilities are available for all aspects of Physical Education and Recreation Studies. Please write to the College for further information.
Telephone: Barnsley 742161 and 742183

CLEVELAND MOUNTAIN SPORTS
90 Newport Road, Middlesbrough Cleveland TS1 5JD. Middlesbrough 48916
Send for information now

OUTDOOR PURSUITS
£10 to £10,000
Special Education Discounts on Climbing, Camping & Expedition Equipment.
Name
School/Authority
Address
Telephone

GO INTERNATIONAL WITH C&G
Whatever your sport C&G have a tour to suit you.
C&G arrange transport, hotels and fixtures for tours in Europe, USA and Scandinavia.
C&G are used by local and national organisations (including the N.A.B.C.) throughout Europe.
C&G ensure that fixtures are with teams of the appropriate age and ability.
C&G have an established reputation for care and responsibility
Write today for details.
C&G INTERNATIONAL SPORTS AGENCY (U.K.) Ltd.
11, HIGH ST. NEWMARKET. SUFFOLK.

BRITISH AMATEUR GYMNASTICS ASSOCIATION and the Daily Mirror
Present the fabulous USSR GYMNASTICS AND SPORTS ACROBATICS DISPLAY TEAMS
EMPIRE POOL, WEMBLEY
OCT. 27, 28, 29 & 30
Performances each evening at 7 pm
Matinees on Oct 27 & 30 at 3 pm
SEAT PRICES £4, £3 and £2
Box office telephone number 01-902 1234

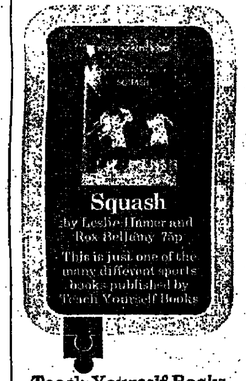
FOR INFORMATION ON THE SPORT AND P.E. ADVISERS GUIDES PLANNED FOR 1977 PLEASE CONTACT LINDA BARTLETT ON 01-837 1234, Ext. 312

ATTENTION GROUP ORGANISERS
HARROW HOUSE SWANAGE
SPORTS RECREATIONAL STUDY CENTRE
New luxurious five-acre residential centre open throughout the year. Facilities include: Class/lecture rooms, gymnasium, tennis, sports fields, cinema/theatre. Bistro/restaurant. 1,200 sq. metre covered multi-sports hall.
Inspection Visits Welcome.
Harrow House, Harrow Drive, Swanage, Dorset. Telephone 4421

KENT COUNTY COUNCIL
Education Committee
NONINGTON COLLEGE OF PHYSICAL EDUCATION
The following courses in Movement Studies and Physical Education are offered, leading to awards of the University of London:—
1. B.Ed. (Ord.) 3 year course
2. B.Ed. (Hons.) 4 year course
3. B.Hum. (Hons.) 3 year course
4. Certificate in Education 3 year course
5. M.A. (Movement Studies) 1 year course
For particulars, please write to The Principal's Secretary, Nonington College of Physical Education, Nonington, near Dover, Kent CT4 8ED.

NEATEST EVER FOLDAWAY TABLE TENNIS TABLE

Practise on it!
Robust nylon coated tubular steel frame with easy-junction.
High quality hard maple ¾ inch table top.
Special Practice Wall feature when partly folded.
9'x5' model only £68.50 including VAT and carriage.
Dexter & Gordon Limited
4 Spackmans Way, Slough, Berkshire. Tel. 28434


Squash
by Leslie Hunter and Rex Bellamy 75p
This is just one of the many different sports books published by Teach Yourself Books
Teach Yourself Books
Hodder & Stoughton

'To-morrow's People'
Sponsored by National Westminster Bank and organised by the Physical Education Association.
'To-morrow's People' demands preparation for tomorrow. Do your school leavers go realising the need for a healthy future through physical education and sport? What contribution is your PE. Department making?
This new campaign follows the successful 'Schools of the Year Awards' in which over 700 schools took part and will run for the ensuing year.
Is your school taking part?
Full details can be obtained from:
The Physical Education Association, Ling House, 10 Nottingham Place, London, W1M 4AX.
National Westminster Bank
41 Lothbury, London, EC2P 2BP

SPEEDO
world champion swimfashions
The MOST SUCCESSFUL SWIMWEAR AT MONTREAL!!
32 Medals Won
16 World Records Broken
in
SPEEDO SWIMWEAR
Speedo (Europe) Ltd., Ascot Road, Nottingham NG8 5AJ. Telephone: 0602 296131/7

BLACK'S PICTURE SPORTS
A well illustrated and attractively presented series designed to provide basic practical information for the newcomer to each sport.
Soccer — ed Allen Wade
Badminton — ed Nancy Horner
*Riding — ed Patsy Arnold
*Fly Fishing — ed John Veniard
Volleyball — ed Roy Pankhurst
Skiing — ed Doug Gedlington
Golf — ed Peter Ryde
Skin Diving & Snorkelling — ed George Cherry
*Table Tennis — ed Michael Lawless (1977)
*Basketball — ed Peter Mindell (1977)
Fully illustrated with photographs, drawings and diagrams. Each £1.75 except those marked * which are £1.50.
Adam & Charles Black

FASHION IS YOUR BODY
JOANNA LEWIS AND MOLLY CASTLE
with an introduction by PRUDENCE GLYNN
Today's fashions are meant to show off your body: not conceal it. Of course it's important to watch your weight, but for the right kind of figure—shapely not emaciated—and exercises to develop posture and muscles.
Dr. Bee Mensendieck devised an easy system of exercise to keep everyone in perfect shape. It's all in Fashion is Your Body, with easily-followed instructions and clear explanatory line drawings and photographs.
128 pages 198 x 129 mm
0 7230 0116 2 hardback £1.95
0 7230 0119 7 paperback 85p
TIMES BOOKS
Orders to:
Times Newspapers Ltd., 33 Wharf Road, London N1 7EQ
Cheques, made payable to: Times Newspapers Ltd.

CRYSTAL PALACE NATIONAL SPORTS CENTRE
Britain's premier Sports Centre offers unrivalled facilities and opportunities to residential school parties.
Special rates for midweek bookings
For further details write or telephone to:—
The Administration Manager, Crystal Palace National Sports Centre, NORWOOD, London, S.E.19
Telephone 01-778 0131/7

The Human Movement Series
EXPRESSION IN MOVEMENT AND THE ARTS
By David Best
219 pages £3.10
An inquiry, primarily directed to students, teachers and lecturers concerned with dance, the arts, and physical education, which may also prove a useful introduction to wider philosophical thought for the general student.
LEPUS BOOKS
7, Leighton Place, Leighton Road, LONDON NW5 2QL

TRYLON SERVICE TO CANOEISTS
MOULDS FOR SALE AND HIRE
MATERIALS
TECHNICAL SERVICE
ACCESSORIES
FINISHED CANOES
PLEASE SEND DETAILS:
.....
.....
.....
.....
T.E.
TRYLON LTD
WOLLASTON NORTHANTS NN8 2QJ
TEL: WOLLASTON (093-383) 275

24 Qualifications
25 Arts features
26/30 Books: education; politics; economics
31/33 Resources: Audio 76
34 Talkback: Tameside; Bennett research

Scandal for school

Patricia Holland looks at how the media became part of the message in the popular press's reporting of the William Tyndale affair

The first mention of William Tyndale Junior School in the national press was on July 2, 1975. A short article in *The Times* was headed "Teachers refuse to let managers into school classrooms for inspection". That evening the *Evening News*, under the rather more provocative headline "'Pop' teachers ban managers in class", began: "Pop music blared from a classroom at William Tyndale Junior School today as the headmaster at the centre of a who's-in-charge row told his school manager: to 'just leave us alone'." The "story" was launched.

But how did this domestic row, which by July 1975 had been bubbling on for well over a year, suddenly turn into "news"? Why, at this time, did it become something the newspaper-reading public would read about?

Part of the answer is made clear in paragraphs 740-744 of the Auld report. The press was actually invited to write unfavourably about the school by one of the parties in the dispute—the school managers. It was a deliberate tactic in their battle with the teachers. July 2 was the date of a crucial meeting, and the managers felt publicity would help to put pressure on the ILEA. From the start, the reporting was not simply giving information about the affair, but was itself part of what was going on. It was not "news". Rather it was argument and intemperate, biased, polemical argument at that.

The managers had no difficulty in getting the press to join in on their side. The *Evening News* obliged on July 11 with: "Is this a school, or is it a scandal? The price of progressive education at William Tyndale is that two out of every five junior pupils have been taken away by their parents. . . ." From the beginning the press, and particularly the popular press, was partisan and against the school.

When the teachers came out on strike in September 1975 the newspapers were ready. Over that month a public picture of the school was built up, and grasped the words "William Tyndale" became a sort of catch phrase, a shorthand for bad and bad teaching: among teachers as well as among the less informed public. "We don't want a William Tyndale here", they would say. Glancing through the popular press for September and October last year it is not difficult to see why. How could we overlook the eyecatchers as "School of shame" (*Evening News*, October 15) "School scandal" (*The Sun*, September 24) and "Rebel rags school of shame" (*The Sun*, October 16).

The papers reported that inspectors had been to the school *and found* "Pupils aged nine and 10 . . . unable to spell simple words, use a ruler or write more than a few sentences" (*Evening News*, October 15). But no one who had spent any time in an Inner London school will be particularly surprised at this. It was only those who spent £3 to buy the Auld report, and read it as far as paragraph 818, who learnt the news about the news. In fact the inspector's report of October 8 was provisional, hedged about with reservations because of the unusual circumstances of the inspection, and was never intended for public consumption. It was released to the press by the managers, again as a deliberate blow in the battle.

Once more the press was used as a weapon, and once more it was a willing weapon, not only because of its well-known love of scandal and tendency to exaggerate, but also because the popular press has pronounced views on education. The opinions are rarely spelt out, but are summed up in a few instantly recognizable catch phrases—"indiscipline", "increasing violence", "left-wing teachers", and "falling standards".

The *Evening News* on September 15 carried a piece by the "27-year-old non-union teacher who was suspended after writing articles about 'indiscipline'", called "Where I think our schools go wrong", and on the same page was "The dangers teachers much face", warning us that "School indiscipline, assaults on staff, vandalism and violence are reaching alarming proportions". The *Daily Mail* on September 1 declared, "State schools at the bottom of the class—because they're not winning (sic) places to Oxford and Cambridge". The *Daily Express* began the month with "Back to school: black marks all round" (September 9) which linked "falling standards" with "the shocking rise in the number of attacks on teachers", and so on. This was the far from neutral background against which readers of the *Express*, *Mail* and *News* formed their opinions about events at William Tyndale.

So from reading these newspapers what impression did the public get of the teaching there? What has the majority of the population, with no inside knowledge, learnt about the teachers' ideas, about what they were trying to achieve and how? The first story in the *Express* just about summed it up (September 23) with "Parents have accused teachers of indoctrinating their children with left-wing politics and have condemned the standards of teaching". *The Sun*, under the headline "Teachers walk out at left-wing school row", told us that: "Teachers have been accused of letting the standards fall and teaching left-wing propaganda." In the *Mail* it became "extreme leftism" and "lack of discipline". In all these papers the teachers came across as alternatively muddle-headed incompetents and highly organized subversives. The "extreme leftism" accusation let readers know that such people should not be taken seriously—just look at the way "extremists" are depicted in cartoons.

Casual readers of newspapers, which after all most of us are, may be forgiven for assuming that left-wing politics is inextricably linked with low standards and incompetence, and that teachers who hold such views are "progressive", which is just another way of saying "unable to maintain discipline". The leader in the *Express* on September 25 began: "How are we bringing up our children? There's no doubt that a minority of trendy educationists would like to bring them up to destroy our society, live by their socialist parrot thoughts, despise God and abide by Marx." How's that for impartial writing? After a resounding "Suck them all" the *Express* rounded off its column with a "Talking point for the day: the future is the most expensive luxury in the world. Thornton Wilder". We won't bother to talk about education, of course. So much for the *Express*'s standards.

The papers listed various complaints against the staff of William Tyndale, including noisy classrooms, "teachers smelling of drink after lunchtime pub sessions", children not scoring as high as they might on reading tests, watching the Derby on television, playing draughts instead of learning to read and write, and thinking that literacy was of "doubtful value". They then documented the magical change that took place when the supply teachers moved in. Suddenly children were well-behaved, stopped swearing, and learnt to read. Those with no other source for their information became scornful of the school of "progressive" education and "left wingers". They did not need to look farther to discover what "progressive" education meant, or why people described themselves as "left-wing". It was enough that these were linked with "Pop music blaring from classrooms" and "low standards". Several papers saw the affair as an expression of "Parent power"—of teachers against parents.

With this background, it is not surprising that when the Auld report was published in July, 1976, *The Sun* said it contained "What every parent knew by instinct from the outset" (July 17). The paper crowed over "The head who couldn't cope" while the *Mirror* again discovered the "School of shame" (July 17). A scapegoat had been found which explained everything.

But what do these papers mean by standards? If it is so important for children to learn to read, what are they expected to be reading? Will it be *The Sun* on teacher unemployment—a picture of a naked woman, caption "BEd and bored"—or will it be biased, ill thought-out, sensationally written reports of conflicts at local schools? What are your standards, you self-appointed guardians? Literacy is of doubtful value if this is what we are offered.

Familiarity breeds learning

Schools as well as teachers are under threat in Oxfordshire, Jonathan Croall visits one of the small village schools whose future has been questioned

"I was convinced social arrangements had to come first, that nobody should be hived off. The children should belong to *all* the teachers."

It's this kind of conviction that has enabled Mervyn Benford gradually to transform the educational experience of the children of Lewknor since he came to their village school as head nearly six years ago. Today Lewknor is not just a regular stop for foreign teachers travelling the English primary circuit: it also practises family, or vertical, grouping to a degree which is rare—though not unique—even in Oxfordshire, well known for its pace-setting achievements at primary level. And now that, as with other village schools in the county with fewer than 75 children, Lewknor's long-term future has been queried, its ability to remain sensitive to the development of individual children, while maintaining the kind of standards demanded by parents and secondary schools, is likely to prove crucial to its survival.

Lewknor is the first village on the left as you travel north along the M40 into Oxfordshire. The school, only a cock-crow from the motorway, stands between three traditional village landmarks, the church, the post office and the pub. Its two brick and flint classrooms, built in 1836 for £142, are separated by a small schoolhouse, currently occupied by one of the teachers. The charm of the building—its small scale, its thatched roofs, its wooden fence—is undeniable, though the working conditions seem less than ideal. Yet until recently it was not just the appearance of the school that provoked comparisons with Flora Thompson's schooldays a century ago in "Lark Rise" (Juniper Hill) across the other side of Oxfordshire.

"It was nothing but tables and chairs and desks" is how one mother remembers the school in the late 1960s. "Every time the children started term they'd find a new teacher in charge of the infants." Mervyn Benford describes what he found on arrival as "prewar", recalling a stock cupboard bulging with arithmetic tests. "In that first year I was groping, but I had an instinctive feeling that the old system was wrong."

His first aim was to bring down the barriers between the children, who were conventionally marked off as infants and juniors, and taught strictly according to age. He began by mixing up the age groups at dinner time, hoping to prevent the bullying which had previously frightened some of the younger children away from school. After a couple of terms he extended the idea to the classrooms, creating the family groups which remain the basic unit for learning today.

Lewknor has about 60 children, drawn from a cross-section of families living in and around the village, and two teachers other than Mervyn Benford, who spends most of his week working with the children. For Alison Kirtland, now in her third year at the school, it was a first teaching post. "I had reservations about family grouping to begin with", she says. "But now it seems an ideal way to work, especially in a village school. It's a natural extension of family life."

Certainly the classrooms have a cluttered, lived-in feeling, redolent as much of home as of school. The walls, window ledges and other surfaces teem with the children's work, an almost haphazard abundance of creations and discoveries which contrast with the controlled ostentation visible in some primary school displays. Yet many homes have at least one room where you can escape from family life. When Oxfordshire's chief education officer dropped in last Christmas, he asked in vain for the head's office and the staffroom: work or talk usually reserved for these two hallowed places just has to be fitted into the corner of a classroom.

This unavoidable fluidity in the physical set-up ties in neatly with the school's approach to learning. The children start their day in family groups of 20, deciding among themselves and with their teacher how to organize their time. Though members of any one family are normally split up, friendships across ages are already established, since more than half the children live in the village itself. Work-sharing seems to follow without strain, with children apparently unmarked at working with others four or five years younger or older.

Reading is one of the obvious areas in which such cooperation can work, but it can extend across all activities at one time or another—particularly where children are constructing, or working with any of the animals to be found in various corners of the school. "I don't make a point of forcing it to happen all the time", says Diana Scutt, Lewknor's third teacher, "but they do all benefit socially by working this way. The younger ones perhaps benefit most in learning terms, but the older ones also gain a great deal of confidence and skill".

John Coe, Oxfordshire's primary adviser, supports this view. "Family grouping has been a teacher-initiated move, and a great deal depends on the expertise of the individual teacher. We've certainly encouraged the idea, talking with teachers about how far shared activities can stimulate learning. But it's no good doing class teaching across a wide age-range: you simply hit the middle. When it works well, it allows much more prolonged contact with a child. The more able get their stimulus, while the teachers have time to understand and deal with the problems of the less able."

For a lot of the time the children pace themselves, recording what they've done each day, approaching another child for help where a teacher is not immediately available, or may lack first-hand experience of the activity or problem.

Yet one hazard of family grouping lies in its very flexibility, in which children are encouraged, irrespective of age, to join in any activity they feel capable of tackling. "We try not to restrict the younger children to infant activities", says Alison Kirtland, "but in some cases valuable infant games or rhymes do get overlooked, because you don't like to stress the fact that they are infants".

Inevitably some activities don't lend themselves to the family arrangement. For small group work the children tend to gravitate to their own ages; while for more specialized activities, such as music or physical education, they split into the more familiar 5-7, 7-9, 9-11 vertical groupings. But from the first they become accustomed to working at times on their own, to moving round the school rather than being locked into a relationship with just one teacher. "In an 'ordinary' school they only relate to their own age group", said one approving parent. "Coming from here they're better equipped for secondary school; they're more able to mix. And when they first start, the younger ones are really welcomed by the older."

Though the children are allowed to plough their own furrows a lot of the time, the teachers keep more than a beady eye on progress, particularly in mathematics, writing and reading. They also are quick to intervene where children are uncertain, or perhaps unimaginative in using their generous amount of free choice time. But they try to remain sensitive to the diversity of needs of the children. "If they've fallen behind for justifiable reasons, that's OK", says Diana Scutt.

Mervyn Benford is even more emphatic about teacher attitudes to children's progress. "Judged by the kind of criteria employed by Neville Bennett, our children might not be thought to be 'working' a great deal. But children work in their minds; and in classrooms where they're not allowed to wander, they wander in their minds instead. It's a recipe for disaster to force them in something they can't yet cope with."

He is also a great believer in the principle of transfer of training. "If children can find success in, say, an art or a craft they will in time, and often suddenly flower on the verbal side, and then in mathematics. A breakthrough at the emotional level can promote learning progress: it's often the final defeat of timidity that sees a child surge forward."

Though he is a fervent advocate of children initiating their own learning, and of teachers being patient in giving them time to overcome initial failures, Mervyn Benford is thoroughly alive to the expectations of the subject-dominated secondary sector. "Children who will later have to come to terms with Gladstone have got a concept of history from places like our graveyard", he says. His family group are moving in twos and threes around the neighbouring churchyard, plotting the changing fashion in Christian names on the lichen-encrusted tombstones. "There will be people later who'll want to call it history, or art, or mathematics, or some such label. What the children are doing now is building up ideas about collecting and recording information, and developing an awareness and feeling for the past. These are the capacities that formal knowledge will best key into later on. I suppose I've really abandoned the formal curriculum—but there's a curriculum of experience of stimuli."

It is no easy job to convince parents that such relatively intangible ideas are workable, especially since many of them instinctively recall their own schooldays, when subjects were subjects, progress could apparently be more easily measured, and "we all sat in rows in one place". Mervyn Benford admits that some parents are still on a knife-edge between apprehension and respect: even in a small community like Lewknor, school can loom as an alien place. It is partly to combat such anxieties that he sends parents a steady stream of information sheets "for your folders". These keep parents up to date not just with special events, but also with the school's ideas about learning.

Yet these friendly and informative bulletins, and the ease with which the teachers are able to chat to parents in the village street or even in their homes, never completely bridge the gap between home and school. One mother from a neighbouring village claimed to have heard that "you don't teach reading at Lewknor". But not all parents who get a closer look are won over to the school's methods. Of the mothers who come in regularly to help with needlework, cooking, pottery and music, one found the atmosphere "a trifle too relaxed. The arts are fantastic, but at nine you need to be more efficient, especially little boys. Quite a lot of parents seem to think competition is a bad thing, but I'm not sure. Children will work harder if a friend sitting next to them is doing better. I think more time could be spent on basic skills, and history and geography could be kept a bit more separate—they're a bit of a mess at the moment."

Yet many more parents, some of whom have only minimal contact with the school, spoke warmly, even aggressively, of the children's responsible attitude to work, and of the teachers' ability to "catch a child at the right time". "They're marvellously motivated to work here", said one mother. "If my boy had been at that other school, I'm sure he'd have been a dunce." Another, speaking of the more doubting parents, commented: "If they don't understand, they should come and see."

Mervyn Benford takes a pragmatic line on the expectations of parents, trusting to their common sense in the long run and welcoming particularly their ideas on their own children's schooling. He says he's willing to try any reasonable ideas, as long as there is scope for reviewing the new practice, and parents do not expect him automatically to apply it to other children. A couple of years ago he introduced a certain amount of tables and spelling lists into the children's week. "My feeling was that, in order to survive, I would have to bend a bit to nice but uninformed parents who didn't understand how children learn." Today these "prewar" elements seem to fit without fuss or discord into the more subtle and fluid approach of the current Lewknor staff.

Much of the parental anxiety inevitably focuses on their children's transfer to secondary school. Are they suitably equipped after their exposure to all these modern methods? How will they cope at a school 10 times as large as Lewknor, many miles distant from the village? Such fears are not eased by the kind of rumour that sometimes scurries through the village: a recent one suggested a special class was set aside for Lewknor children at the nearest comprehensive—though in reality a couple of children from the village had at different times simply received remedial help, along with other children from other villages.

"It's twice as big as our climbing frame", estimated one five-year-old, in describing Icknield School, the 700-strong comprehensive in Watlington to which a large majority of Lewknor children go. By 11 he is likely to have gained a more life-size picture. One of the school's staff is responsible for liaison with the primary sector, spending one morning or afternoon every week visiting the feeding primaries. The Lewknor children who started this month at Icknield will have been to the school at least twice before, spending one day sharing a timetable with what was then the first year.

The head of Icknield, Tom Horrocks, says it is difficult to talk about any distinctions between children from different schools once they are settled in. "There's certainly no evidence of lower attainment among Lewknor children", he says firmly. John Coe makes the same point in a different way. "Lewknor is a fine preparation for secondary school. I admire the children's study skills, their willingness and ability to learn. They have a wider contact with adults than most, and this pays great dividends in their personal growth. As for standards, I see no advantage for children who go to larger primary schools."

If many in Oxfordshire believe small schools can offer at least as much to children as larger institutions, others do not see it that way. At the end of last term it emerged by chance that the future of Lewknor and another 62 of the county's 158 village schools was getting a hard look from some of the authority's officials. Yet a few days before, the council had agreed that only marginal savings could result from the closure of village schools. There was apparently a good deal of support for their continuation, and only two schools, whose numbers were likely to drop below 10 by 1980, were formally put under review.

Given the swift and hostile reaction to the unexpected news, not least from the chairman of the education committee, the closure threat may have receded. When and if the financial crisis passes, Lewknor and other village schools setting the pace may be allowed to argue for their existence on educational as much as on cost-effective grounds. Only then will it be clear how many actively endorse John Coe's view, that small schools may after all be the schools of the future.

The almighty certificate

R. P. Dore,
whose book *The Diploma Disease** is published this week, deplores the 'qualification escalation' bedevilling our educational institutions

'If our educational systems suffer from the scourge of the certificate, those of the Third World are firmly in its grip'

Mark Twain could afford to say he had never let his schooling interfere with his education. He lived before the age of the almighty certificate. In the Missouri of his day jobs could be found on local newspapers by virtue of a good nose for scandal and a decent English style. He did not have to produce a degree or high-school diploma as evidence of adequate schooling.

Today it would be different. What the Americans call "credentialism", the tendency to make all life-chances depend on pre-career educational qualifications, has become a common curse of all industrial societies, capitalist or socialist.

Britain has held out against it longest. Only two or three decades ago it was still getting half its engineers via the apprenticeship, night-school, mid-career-qualification route rather than by university degree, pre-career-qualification. The apprenticeship route is still open in Britain for such professions as accountancy and architecture.

Yet the rising tide of credentialism is not to be gainsaid. In British career guides at the turn of the century librarians had to have a "love of books"; journalists "plenty of adaptability, energy, tact and a good constitution". By the 1930s the entries begin "Educational requirements . . .".

The levels of education required for any given profession have a tendency to rise. If the Institute of Brewing decides it will raise entry requirements for its training courses from five O levels to two A levels, the Worshipful Company of Spectacle Makers will follow suit.

It is not an adequate explanation of this trend that our civilization is so much more complex these days—though that is the explanation which the education industry has a vested interest in maintaining. Are our graduate journalists notably better journalists than their predecessors who began their professional apprenticeship on local papers in their mid-teens? Libraries are certainly more complicated affairs today than they used to be, but it is not obvious that librarians of the older generation are less able to deal with those complexities than their longer-schooled, "better-qualified" juniors.

The rationality of the qualification-escalation process lies in the self-interest of professional bodies to raise the status and salaries of their members, combined with the general increase in educational levels, with growing affluence and the fact that the school system does act in a rough way as a filter.

Because of selection, there is at least a statistical probability that those who get further in the system are "better" over a whole range of abilities commonly judged relevant to work capacity. It is not so much what people learn as the talents they show in learning it which count.

Rational from the point of view of employers and professional bodies these processes may be. But the consequences for education are deplorable. More and more people are staying in school long after their appetite for learning has been sated, solely to qualify for jobs they are intellectually fully equipped to learn already. There has been an increase of the instrumental motive of learning to get "pieces of paper", a consequent ritualization of the schooling process as the examinations which decide who gets certificates assume greater importance; and more and more memorization for immediate regurgitation.

Once one wants to school to become a self-respecting citizen or in obedience to some idea that it was the duty of everyone to develop their minds and characters, or to get the knowledge to do jobs. More and more schools are now simply places where one "takes courses" for the certificates that get jobs. The schooling process is increasingly dominated by the business of qualification, at the expense of the business of education.

It is small wonder that his proposal to abolish schools should have made Ivan Illich fashionable in the early seventies. Unfortunately, the Illich message is too much a product of the late sixties, the heyday of Consciousness III, too obviously geared to the preoccupations of the radically inclined American youth, who used to flock to his Cuernavaca centre for the heady experience of a course of deyanquification therapy. It provides no practical solution to the diploma disease.

His "informal learning networks" might work for gifted, inquiring young people from middle class homes—the sort of person to take one of his examples, who can quickly learn Greek in preparation for a summer holiday, and has such high sociological curiosity that he can spend that holiday probing into local politics. Like most individualist doctrines, Illich's is paradoxically elitist: it ignores the needs of slower learners, and the way in which, even for fast learners, a foundation of disciplined learning can be a precondition for imaginative and creative thought.

Above all, it ignores the important fact that school systems in industrial societies have a dual function—to teach, but also to select for differential life-chances—to do the job which hereditary succession used to do in pre-industrial societies. If schools are to be abolished it is not enough to think of alternative ways of performing the teaching function; one has to offer an alternative for the selection function too.

If we are to maintain present levels of productivity and present standards of living, the alternative must be at least no worse than the schooling system in that match seem fair—in providing a justification for the differences in prestige and income and power which the differences in occupation entail. On these matters Illich is silent.

Illich's individualistic system of informal learning networks is even less attractive for the developing countries where the qualification disease takes much more virulent form. If anyone worried about the backwash of examination-orientation on British education, him go, say, to Ghana, where all schools have blackboards saying many days remain before the examination, and where a fresh young teacher who wanders from the strict topic of the science lesson to an educative point—linking learning to life as he had been taught at the training college—is liable to be stopped in tracks by the shouts of his pupils chiding: "Non-sylla, non-sylla." The name the game, they will tell you, is CPPP chew, pour, pass and forget.

If our educational systems suffer from the scourge of the certificate, those of the Third World are firmly in its grip. The confident predictions of the 1950s and 1960s, when we were transplanting little replicas of Oxbridge or Keele, Manchester Grammar School to our former colonies, are beginning to turn sour.

The later in history a nation begins its "drive to industrialize" the worse the diploma disease becomes. Japan, beginning its process of deliberate state-dominated modernization in the 1870s has it worse than Britain; Sri Lanka, Kenya, beginning a decade or so later, worse than Japan, worse than Sri Lanka.

There are some obvious reasons. The later development starts, the more state-dominated it is, the more bureaucratic the greater the insistence on formal educational qualifications for any job. The more dualistic it is, the sharper the contrast between the "modern sector" where everyone gets regular wages, salaries, has some security and a relatively decent environment, and the insecurity and poverty of the traditional rural sector.

The greater the emphasis on education as a good thing, the faster the expansion of school systems which grow much more rapidly than modern sector job opportunities. Hence the phenomenon of educated unemployment, the desperate scramble for qualifications, and the almost totally schooling is dominated by exam.

Hence, too, intense concern with the fairness of marking systems, with constant pressure towards objective-type memory-testing forms of exam. Added to this, the poverty of resources at the Third World schools—the lack of equipment which forces complete reliance on chalk and talk; add the culture gap between the Western-style modern-sector-oriented content of school learning, and the culture of the home which enhances the tendency to see schooling as a matter of mastering standard examination packages, and it will be obvious why Third World schools should seem efficient enough at packaging bureaucratic formalists, but not the kind of creative, energetic people with a sense of social purpose who can contribute to the development tasks the countries face.

There is little future in attempts to cure the diploma disease merely by altering curricula and the form of exams. For such reforms within the school system to succeed, there must be a change in the qualification system itself. Alter the way schooling links to job opportunities, and one can change the motives for the nature of learning, and consequently the effect on the minds and characters of the schools' products.

Why shouldn't administrative civil servants, for instance, start off as 17-year-old clerks, and be selected for further education if they prove of administrative calibre? Can we not find a mode of selection other than competitive academic achievement tests—aptitude tests, lotteries or a combination of those with a minimum-qualifying achievement test—anything which stops cramming for, boning the major form of competition for life-chances.

R. P. Dore is a fellow of the Institute of Development Studies, University of Sussex. *The Diploma Disease* was published yesterday by Allen & Unwin (£5.95; paperback £2.50).

The fading of the fires

David Wright
on the poetry of
W. H. Auden

W. H. Auden. Collected Poems. Edited by Edward Mendelson
Faber £8.50 571 10611 4

Auden began his poetic career with a bang. Besides amazing boys and terrifying high spirits, the opening pieces of *Poems* (1930) had the authoritative audacity of another *Love Song of J. Alfred Prufrock*—a new angle of perception, a new, clipped rhythm, a new bundling of words. Seldom has a decade been so accurately prefigured. *Paid on Both Sides* came in the thirties with a combination of the bush-ga and crime with feuds lifted from the Icelandic sagas and public-school initiation rooms; the whole was cooked in a convincing contemporary story and diction.

Turn to your copies if you want to be original: when I first looked up the Metaphysicals and Laforgue, Auden looked in the roots of English, to *Beowulf* and the *Battle of Maldon*. As with *Prufrock*, the result was something new in English poetry: a new rhythm, a new field of vision. Pylons became poetic objects; the new technological environment, the suburban *villa tentaculaire*, hitherto ignored (must be said of?) by poets except to deprecate or Elsie did, became a subject for celebration. All that is now commonplace: Sir John Betjeman, Philip Larkin, and latterly Douglas Dunn have colonized so long and so thoroughly that its territories which Auden first added to the poetic map, that the surprise and impact of his 1930 volume has been blurred or forgotten.

Appropriately Edward Mendelson's careful and scholarly edition of *Auden's Collected Poems* also begins *with Paid on Both Sides*, written when Auden was only 21. As the poems are dated and arranged in as near as chronological order of composition as possible, one is able for the first time to track Auden's poetic development from beginning to end between the covers of a single book. Though there are lacunae. Dramatic verse are left out; they will make another volume. Also left out, alas, are the published 6 poems that Auden rejected from the earlier collected edition that appeared in his lifetime, which means that this book does not list "work like *The Dome of Sepulchre* or *September 1, 1939*.

All translated poems, maddeningly, have also been omitted. However, Mr Mendelson promises to give us "the excluded poems, and the early versions of revised poems" in a selection of Auden's early prose and verse soon to be published under the title of *The English Auden*; though it's not clear whether this will include Auden's translations, which are mostly late work and incidentally the receptacles of his best poetry after 1955—the date of his last major poem, *The Shield of Achilles*.

Dramatic is the covers of this handsome slipcase volume (the type-face would have done on a medical textbook) are some of the better poems of the century. Auden was as prolific as he was prolix; he resembled Tennyson and Kipling in this. There is scarcely a known metre in prosody form he did not handle with deftness and vigour, from old English alliterative verse to the canzone and sestina. From the clerihew to the sestina. He was a superb technician and had a perfect ear. Probably no modern except Yeats can, on his day, George Barker can touch Auden at the lyric game.

One need do no more than point at "Lay your sleeping head", "O what can ail thee knight-at-arms", or Gonzalo's recitative and the Master and Boatswain's song in *The Sea and the Mirror*. Yet for all their formal perfectness these famous lyrics of his maturity are a hark back, whereas, for their new rhythms and new use of language, the poems of the 1930 volume are a hark forrard:

> On Sunday walks
> Past the shut gates of works
> The conquerors came
> And are handsome

or:

> Though he believe it, no man is doing
> He think, to be called the fortunate,
> To bring home a wife to live long
> But he is defeated if he her son
> All the harm is in the mother and her mother's womb.

But one is left unsure be the products of Auden's maturity, despite the wit, civilized intelligence, insight and energetic comedy of *Letter to Lord Byron*; the wide reading, humane feeling, responsible pessimism and rhetoric of the didactic *New Year Letter*; the cultural precepts, the poetic dogmas of Freud, Groddeck, Kierkegaard et al, scattered through the almost always luminary occasional poems. For the poems are evasive; or it may be that behind a glittering facade of encyclopedias and expertise, poetry is being evaded. The fact that in his later poems Auden rarely sees anything may be a symptom or an explanation. Seldom does he offer any precise visual realization, as in *The Night Mail* that travels

> Past cotton grass and moorland border
> Shovelling white steam over her shoulder
> . . . In the farm where she passes no one wakes,
> But a jug in the bedroom gently shakes.

There are few such visual images in the later poetry. More and more Auden tends not to visualize but to comment, to talk around and about, so apparently so cleverly and sometimes so wisely that one forgets whatever he is on about is not being looked at, not being seen: there is a revolving bookcase in a newspaper rack straddled between the poet and the reality he sets out to celebrate. Take the beginning of a poem entitled *Oxford*:

> Nature invades: old rooks in each college garden
> Fronted with so George Ewart Evans helps us to understand the reminiscences of the old people he encounters.

Still tall, like castle babies, the language of feeling.
By towers a river still runs eastward and will run,
Stones in those towers are tattered.
Satisfied still with their weight.

Und so weiter: civilized that. Nothing can be further from the impact of the direct visualization in one line of a Hopkins sonnet saying much the same thing on the same subject: "Towery city and branchy between towers . . .".

The fading of the fires may have had to do with the death of his mother in 1941. Or perhaps Auden, who never really moved out of his upper-middle-class shelter, and towards the end of his life, with his precise disciplines and rituals, seemed to be hunting into a lonely and clockwork man, protected himself too well.

But something died in him after *The Sea and the Mirror* (1942-1944)—that is, to say almost exactly halfway through there *Collected Poems*. More and more rarely does the verse catch light though it gains in cunning, though its diction is periodically fertilized with a mix of demotic phraseology and arcane lexicographical exhumations. Wise, humoristic, occasionally funny, at best it smoulders.

A breeze from the fens

Shirley Toulson looks at three books on East Anglian rural history

Life and Tradition in Suffolk and North-East Essex. By Norman Smedley.
Dent £7.50. 460 04241 1
From Mouths of Men. By George Ewart Evans.
Faber £5.50. 571 10771 0
East Anglian Folklore and other tales. By W. H. Barrett and R. P. Garrod.
Routledge and Kegan Paul £3.75. 7100 8300 9.

The social historian who concentrates on East Anglia is fortunate. He has Thomas Tusser's apt if dogged rural 16th-century Georgics and the verses of Robert Bloomfield's *The Farmer's Boy*, of the eighteenth century to guide him. Norman Smedley makes good use of both these sources, and comes closer to our own time with selections from nineteenth-century diaries, and recorded conversation, with people who remember life and work before the First World War. In this way, he recalls across the years the daily lives and seasonal occupations of a region which has always been primarily agricultural.

People's lives are shaped a great deal by the tools they use; and, as the former director of the Museum of East Anglian Life in Stowmarket, Mr Smedley has a good understanding of the farm tools, implements and wagons that were in daily use; many of them provide the illustrations to this book.

George Ewart Evans, who still helps with many of the activities of the museum, under its present director, Mr Geoffrey Wilding, has long been loved for his books which reconstruct life on East Anglian farms before the agricultural processes were mechanized.

Recently he has turned his attention more and more to analysing and describing his own methods of working as he explores history, by making written records of the oral tradition of old cultures. He started this trend with the publication in 1970 of *Where Beards Wag All*, continued in *The Days that we have Seen* (1975); now with *From Mouths of Men*, he has provided the standard work for anyone who wants to follow his way of compiling social history.

To do this he has extended the scope of his work, going into the Wales of his childhood as well as touring the East Anglian districts with which he is so closely associated. In this book he deals with life in small towns rather than in villages; and with commerce, industry and mining more than farming. But his methods are the same. He

reconstructs the past by introducing his readers to people whose active lives were spent in the harsh decades of the twenties and thirties.

Here you'll meet William R. Ward (b.1878) bus driver of Aldeburgh who as a young man ran the station horse bus; Wilfred Spence (b. 1891) and Annie Crabbe (b. 1893) who slaved in the big houses in the last decades before the war; and some of the men who worked in the South Wales pits throughout the depression. Among them is the brother of one of Mr Evans's old school friends, who started to work in the mines on the evening of his fourteenth birthday.

Through all these reminiscences, the reader who wants to turn his own attention to investigations of the recent past is given useful guidelines. As W. G. Hoskins has given us the clues, which can help us to interpret any piece of landscape we are confronted with, so George Ewart Evans helps us to understand the reminiscences of the old people he encounters.

He welcomes the collection of oral history as an established and valuable art; and warns against the dangers of trying to turn it into an exact science, in which everything can be accurately verified, coordinated, enumerated and measured. He is adamant that history is about people, and that in collecting his material the historian, who works with oral methods, must set out with "no rules at all except the instinctive rule of courtesy and a particular accommodation to the speaker". How the notebook and the tape recorder fit into this framework the individual must decide for himself. Mr Evans uses both tools, but never in such a way as to relegate a meeting to an interview.

W. H. Barrett, the Norfolk born Fenland gardener, who died in 1974 at the age of 83, was 18 years old when he first started writing down the tales that he heard from old men about the days of their youth; but he was over 70 before he started to prepare their stories for publication. After the third collection of these came out under the title of *A Fenman's Story*, R. P. Garrod became so interested that he visited Mr Barrett; and the present book, for which Mr Garrod has done the illustration, was a result of that meeting. Here are stories of Norfolk witches, gamekeepers and poachers, rat-catchers and Jack O'Lanterns as the earthy and the supernatural meet in the memories of old men

Unwelcome biography?

Rosemary Hartill on Mrs Gaskell

Elizabeth Gaskell: A Biography. By Winifred Gérin.
Oxford University Press £5.75 19 812070 2.

Patricia Beer once wrote of Mrs Gaskell's life that it made her feel like taking to the sofa. Not, of course, through lady-like shock at any skeletons in the family cupboard, but through sheer exhaustion at the mere thought of everything this kind and charitable woman packed into her 54 years. This biography certainly proves her point.

Mrs Gaskell led one of those luminous Victorian lives that were truly Christian both in outlook and practice. She was not only a prolific writer—author of seven novels, innumerable short stories (including some ghost stories) and the biographer of her friend Charlotte Brontë—she was also the busy wife of a dedicated Unitarian minister in Manchester during the worst years of the Industrial Revolution, a social reformer, the devoted mother of four daughters and a constant and generous hostess to an ever-widening circle of friends. In the midst of all this, she managed to make several long visits to Germany, France and Italy, and at any skeletons in the family cupboard, but through sheer exhaustion at the mere thought of everything this kind and charitable woman packed into her 54 years. This biography

she was, she seems to have been a woman of rare courage, humanity, delicacy and honesty. Her only faults, it appears, were a tendency to morbidity and anxiety, and an occasional naivety for which on at least two occasions (the storm over the publications of *Ruth* and *The Life of Charlotte Brontë*) she paid dearly.

With such a woman and such a life as its subject, it is disappointing that this correct, carefully researched and detailed biography so rarely achieves real colour and vitality. Mrs Gérin, the author, is well-known for her biographies of the Beard family; here she is altogether less at ease. Her work was not aided by Mrs Gaskell's sturdy opposition to a biography in her lifetime, and by the subsequent destruction of a number of her letters which might have thrown some helpful light on her relationship with her husband.

One of the most enjoyable sections of the book is that describing Mrs Gaskell's acquaintanceship with Dickens, who serialized the initial publication of both *North and South* and *Cranford* in his weekly journal *Household Words*. Dickens was altogether too flamboyant for her taste and trust. For his part, much as he admired and humoured her, her intractable disregard for the requirements of serial publication—punctuality and controlled length—drove him at times to distraction. "If I were Mr G", he exploded once, "oh Heaven, how I would bear her!"

The last word surely goes to Miss Pole in *Cranford*: "Well, Miss Matty. Men will be men. Every mother's son of them wishes to be Samson and Solomon rolled into one. . . . My father was a man, and I know the sex pretty well."

Butterflies, caterpillars and ladybirds

Tony Becher compares some recent studies on curriculum

Knowledge and the Curriculum. By Paul H. Hirst.
Routledge and Kegan Paul £1.50. 7100 7929 X. £1.75. 7100 7930 3.

Common Sense and the Curriculum. By Robin Barrow.
George Allen and Unwin £5.25. 04 370073 X. £2.50. 04 370074 8.

Curriculum: An Introduction. By David Jenkins and Marten D. Shipman.
Open Books £2.95. 7291 0047 2. £1.25. 7291 0042 1.

Designing the Curriculum. By Hugh Sockett.
Open Books £2.95. 7291 0026 X. £1.25. 7291 0021 9.

Changing the Curriculum. By Barry Macdonald and Rob Walker.
Open Books £2.95. 7291 0055 3. £1.25. 7291 0050 2.

Curriculum Evaluation. By David Hamilton.
Open Books £2.95. 7291 0057 X. £1.25. 7291 0052 9.

Knowledge and Schooling. By Richard Pring.
Open Books £2.95. 7291 0096 0. £1.25. 7291 0091 X.

You have probably heard the fable of the butterflies and the caterpillars—but in case you cannot call it to mind, let me summarize it briefly. Once upon a time, the secret garden of the curriculum was presided over by the butterflies. They tended it neatly, albeit in a rather distant and formal way. Their concern was to impose order on the untidiness of nature, to identify logical categories and lay bare the underlying structures. But because they always looked upon the garden from aloft, they failed to notice what was happening at ground level. Unseen at first, but soon more obviously, the garden was invaded by caterpillars. They were not at all impressed by the overall effects which the butterflies had worked hard to bring about: they saw things from a more earthy viewpoint. Their concern was with reality at close quarters, with the day-to-day activities and the routine transactions which gave the garden character. They ate their way steadily through any foliage which obscured their vision. The butterflies hovered about, angry but impotent: and soon the neat, formal garden was transformed into a flourishing but untidy wilderness.

The way in which curriculum theory has become a matter for discreetly bitter dispute between philosophers and social sciences is tellingly illustrated by a batch of recent books. Although they have barely distinguishable titles, they represent very divergent approaches.

Professor Paul Hirst is a doyen of the philosophical tradition. Even if he is not quite of the stature of such earlier giants as Rousseau and Dewey, he is undeniably a significant figure on the contemporary scene. His most recent book, issued last year, is a useful collection of previously published papers, together with three new essays, all of which offer qualifications and developments of his much-quoted article (also reprinted here) on "Liberal Education and the Nature of Knowledge". It may be the threat posed by the upstart social sciences, which leads him to imply that philosophy is some sort of geophysics of the intellect ("Recent reconsideration of the concept of truth . . . the present state of our conceptual mapping of these areas . . ."). Even allowing for an understandable defensiveness, however, one has to accept the validity of his own admission that the analysis he gives of the seven fundamental categories of knowledge has only a very tenuous relevance to the actual business of planning and implementing a curriculum in a school.

The other exponents of the same general approach, Robin Barrow and Richard Pring, are both critical of Professor Hirst's stance, though neither ends up by offering a noticeably more functional framework for thinking about the curriculum. Dr Barrow holds that the choice of what knowledge ought to be purveyed is properly determined by utilitarian criteria; Dr Pring argues that it should depend on the pupils' developmental state and potentialities.

But since each spends much of his effort in fending off the cultural relativists with his left hand while keeping the epistemological determinists at bay with his right, there is little opportunity for either to get down to a specific discussion of curricular structure, content or approach. Both writers extol the virtues of common sense without giving evidence of possessing it, and both write with that faintly unattractive combination of no-nonsense smugness and self-importance which seems to be the stock-in-trade of philosophically inclined educationists.

Though there is also a curriculum philosopher by origin, Professor Hugh Sockett has moved some way towards the social scientists' position. Unlike Hirst, Barrow or Pring—none of whom, as far as can be discovered, has had any actual involvement with curriculum development at the level of either the individual school, the local teachers' centre or the national project—he has taken part in an in-service training programme associated with "Man: A Course of Study", a major curriculum scheme imported from the United States. The less rarefied air which this lends to his philosophizing results in a more readable book. He gives a useful critique of utopian approaches to the curriculum, and also of the more recent cult of designing curricula through objectives. His own recipe for curriculum planning—namely to concentrate on piecemeal changes in the structure of curricular assumptions is unexceptionable: but it is only a recipe in the sense in which someone wanting to cook a joint of beef might be advised vaguely to put it in the oven.

The remaining three books are firmly rooted in the concepts and methods of sociology, social psychology and social anthropology. All five of their authors have been directly involved in national programmes of curriculum development or evaluation. Where the philosophers' heads are in the clouds, their feet are on the ground. They are taken up as much with the realities of educational politics, in-fighting allegiances and social interactions as with the changing nature of educational research.

David Jenkins, who has edited the Open Books Curriculum Studies Series, has also co-authored its introductory volume. The collection as a whole (which includes the contributions by Pring and Sockett) represents a great advance in book making: the ladybird books of teacher education, produced to standard formula, each of a carefully tailored length (144 pages) at a common price in a more-or-less uniform pattern. The impression that they have been put together on demand, rather than as a result of each author having something urgent to write about, comes out quite strongly in Professor Jenkins's contribution with his colleague, Dr Marten Shipman.

The same effect is noticeable, but not so distractingly apparent, in David Hamilton's book. It is engagingly written, and has a well-planned structure. A minor fault is that it is inclined to generalize a little too boldly on trail instances, and to dignify the sometimes unintentional actions of individuals as a cosmic shift in thought. It does not say anything fundamentally new—but there is no particular reason why it should. Its strength is as a clear and non-technical review of the broader and present state of thinking about curriculum evaluation. As such, it is certainly among the most useful volumes in the series.

One book, however, marks itself off from the rest. The discussion by Barry MacDonald and Rob Walker of the problems and possibilities of curricular change is based on several years of careful and detailed case-study of a number of national curriculum projects. It is also highly original and important in its touch. To start, it is exactly the book that any student on a graduate course on the curriculum, or any teacher keen to make better sense of the curriculum movement, would greatly benefit from reading. On the debit side, it has a downbeat and conspiratorial air which I strongly suspect the authors put on with the same deliberate intention as Harold Wilson did his cloth cap. It could be argued that some things events are given a sense of drama in the telling which they did not have at the time. I would quarrel with the finality of the conclusion that there will never again be a large scale curriculum development programmes. But the fact remains that this is an outstandingly good book with real substance to it.

Looking at the two rival factions in the light of their recent products, there is little doubt which has the most to offer to practitioners and intending teachers. Although some whose orientation is more philosophy, it goes against the grain to acknowledge the superiority of another approach, I have to admit that philosophers of education do tend to have little to offer in the way of practical help to a problem as mundane as that of improving a school's curriculum provision. In their proper concern to sort out and tidy up the fundamental structure of knowledge and to articulate the underlying aims of education, they seem ill-prepared to put aside such considerations as the effects and consequences of the territorial rivalries of subject departments; the limitations of teachers' individual skills and competence; and a host of other constraints that make sense of all those grand canons designs immediately conceivable. The blinding light of logic.

It is to the social scientists' great credit that they have documented the everyday realities, grounded us on what they comprise and helped us to see their consequences with greater clarity.

"Culture and the classroom" by John Reynolds and Malcolm Skilbeck, which is the sixth in the Open Books series, will be reviewed shortly.

Tennyson

PAUL TURNER

This account of Tennyson's life, character and work looks at him in relation to his period and the literary tradition in which he worked. It places him firmly in his intellectual and historical context and provides a clear and perceptive account of his extensive writings. It should do much to revive interest in Tennyson's delightfully eccentric personality, and respect for his intellectual and artistic achievements.
Routledge Author Guides £3.95

Students Library of Education

The Education Act of 1918

LAWRENCE ANDREWS

Dr Andrews evaluates the importance of the Education Act, 1918, and shows that it is as much a milestone in the history of education as the 1944 Act. £3.25

Philosophy and the Teacher

EDITED BY D. J. LLOYD

These specially written essays treat a limited selection of topics to help readers to think philosophically for themselves, and to show the relevance of philosophical thinking to educational debate. £2.75

Plato and Education

ROBIN BARROW

By stressing the relevance of Plato today, Robin Barrow introduces the student to both Plato's philosophy and to contemporary educational debate. £2.75

Psychology and the Education of Slow Learners

ROY I. BROWN

This study offers a clear analysis of the different types of slow learners, their psychology and the types of schooling open to them. £2.95

Teachers are invited to write for inspection copies to Broadway House, Newtown Road, Henley-on-Thames, Oxon RG9 1EN.

Routledge & Kegan Paul

39 Store Street London WC1

Putting Humpty together again

Martin Fagg

A Short History of the Liberal Party. By Chris Cook.
Macmillan £6.95. 333 12157 0. £3.95. 19268 0.

What would Mr Gladstone have thought of Mr Cyril Smith? Or of Mr John ("More-efficient-bastard-than-thou") Pardoe and his putative hairpiece? To such mind-blowing questions there is no answer this side of the Elysian Fields. Only the most humourless and fanatic Libs would deny the strain of farce that keeps infiltrating into their current proceedings. Endearingly so: there aren't many laughs to be had out of the two fly-blown Colossi that flank them.

The party will find little for its comfort in this brisk, statistic-packed scan of its twentieth-century progress. Mr Cook clearly thinks its prospects to be as dismal as its overall performance since the "Coupon Election" of 1918. Did She Fall or Was She Pushed? That is the question.

Some chroniclers of Liberal decline date the downturn in the party's fortunes way back in the 1906 electoral pact with the Labour Representation Committee. This truce may have helped the Liberals to their last great victory, but it also gave Labour its first decisive bridgehead at Westminster. Other analysts demur.

Alliance with Labour may, they say, have been a Trojan Horse, but the walls of this particular city were bound to come crumbling down with the inexorable rise of a mass artisan party. If the Libs were doomed anyway to be first outflanked on the left and then squeezed in the centre, the Asquithian split of 1916 and its persistence until 1923 can be seen not as the precipitator but merely the accelerant of an inevitable wasting.

Mr Cook, as in all his other admirable books, thigh-grade research tonic, crams in as much solid fact as possible. This volume's copious electoral data reminds one of how quickly the great Liberal dawn of 1906 faded. By 1907, they were losing by-election seats all over the kingdom, and by the first of 1910's two general elections, the Tories had fought their way back to full parity in the House. The 1906 result was, in fact, a freak—a unique confluence of factors never to recur.

Even the statistics are bizarre. The Unionists, polling 2,463,606 votes, won only 157 seats. The Liberals, drawing merely two per cent more votes at 2,583,132, secured 375. They were thus the beneficiaries of just the kind of enormous distribution about which they have for long so loudly and understandably complained.

With the Lloyd George-Asquith rapprochement of 1923, the Libs might just have got back into business, but since then it has been downhill almost all the way. It is difficult to see their ever reaching that magic break-through point of 25 to 30 per cent of General Election support until they come to represent or at least be identified with some discernable major "interest" in the country. The Scots Nats have got "Independence", but what is the equivalent Liberal rallying-cry?

Until they can find some equally simple and palpable "cause", the party must surely continue to be merely the receptacle of mid-Parliament Poujadist protest (but only, it seem, during Tory administrations) and to ride ever lastingly on its switchback of alternating hope and frustration. Though the fact that even some Tories are now flirting with Electoral Reform (only, of course, because it suits them) may inspire a mild flutter of optimism.

Mr Cook has read widely to produce this handy and trenchant digest of modern Liberal history. His description of John Wilson's book on Campbell-Bannerman as "unexciting" seems a little hard considering that its publication four years ago completely revolutionized the general view of this immensely likeable and grossly underestimated figure.

Not even their most strenuous detractors would deny the Liberals the courage needed to soldier on through long days of disappointment. It looks as if they're going to go on needing it.

Early days

Lorna Ridgway on pre-school and infant teaching

Pre-School Education: Objectives and Techniques. By John McCreesh and Austen Maher.
Ward Lock Educational £3.25. 7062 3472 1. £1.95. 3473 1.

The Pre-School Book. By Brenda Thompson.
Sidgwick and Jackson £3.50. 283 98806 X.

Underprivileged Underfives. By Lorna Bell.
Ward Lock Educational £2.25. 7062 3459 6.

Teaching Basic Skills to Infants. By Susan Gloyn and Beryl Frobisher.
Ward Lock Educational £3.25. 7062 3449 9. £1.95. 3450 2.

After a somewhat superficial account of the characteristics of underfives, McCreesh and Maher present a lively, cogent exposition of their main theme. Pre-school education needs clearly defined aims, they say, offering six statements of long-term intent which are then broken down into interim "objectives". Individual pre-school charts and profiles record attainment of the objectives, like social adequacy, selective listening and problem-solving, with Yes/No answers and dates. They are mostly acceptable and unexceptional, directed towards satisfactory adjustment and development, but the moral objective, "respect for rule through play" is extraordinarily inadequate.

Doubts increase when they refer to pre-school achievements as "how children are to be changed", and also upon closer study of their recommended techniques. Following an immediate questionnaire for parents (which for some would certainly obviate the objective of good home-school relationships) children are screened for potential, then given suitable educational activities. Structure is seen as essential, and play as valuable—but not "for its own sake".

The authors' position on "rationalized pre-school education" is very precise; many who agree with their principle of cultivating children's abilities would modify details of their procedures.

By contrast, Vera Roberts's aims explore teacher motivation, responsibility and effort. She says that she is not providing answers, but her illuminating examples give very sound guidance. *Play Made a People* is a book for the thoughtful; it deserves to be read for its perceptive quality alone. Aspects of oracy, literacy and numeracy are investigated, but the first educational "skill", for this author, lies in the child's approach to school.

She takes a sensitive attitude to evaluation and testing of underfives: her assessments of opening achievement place the reader skilfully in the role of participant observer. Children, she considers, take longer than we think to show of their best. "Whatever he ought to be, if he isn't, he isn't", she says. One would feel thankful to leave any child in her able care.

For a general guide on the child aged two to five *The Pre-School Book* gives thorough coverage in a sturdy, commonsense style which does not conceal the author's fund of experience and study. In striking contrast to those of McCreesh and Maher, her developmental sections are full of real children: aphorisms pour out—"Much of what a two-year-old can do depends upon what he is allowed and encouraged to do".

Writing wholesomely as the expert, Brenda Thompson directly addresses parent and teacher; her advice is well-founded. For her, as for Vera Roberts, education is "bringing out the best in a child". But this is not left to chance; appropriate teaching abounds. It is penetrating, stimulating and rollicking stuff; each page offers ideas worth ruminating on. Alas, many parents who would be helped by this book will never read it.

Have we become desensitized to the idea of deprivation? Given dramatically improved circumstances, children can recover even from severe early trauma. But Lorna Bell show how hopeless it really is for many mothers and their underfives, now suffering grave and permanent handicap.

Her book is chilling in its cool appraisal of the horrifying details. Most at risk are the multiply-deprived, for whom the factors of poverty, bad housing, with gross lack of love, exposure to crime and vice, absence of toys, minimal adult dialogue and numerous other contributory conditions compound to produce life-circumstances sinister in their implications for the future. Deprivation can exist in caring homes: West Indian mothers work late; Asian mothers live isolated lives in purdah, with girl-children discriminated against from birth.

Causal connections between stark deprivation and development are not laboured; the facts establish an irrefutable case. Insistently Lorna Bell underlines parents' needs . . . "let us not forget the mothers", many of whom have had little real childhood themselves. The author's strategies for statutory and voluntary intervention are realistic. It is powerful writing: read it (especially if you teach in urban areas), and do what you can. The future of these children is the nation's future.

After studying underfives, *Teaching Basic Skills to Infants* follows naturally. Teachers will be grateful to its knowledgeable authors for their straightforward expertise; it is one thing to know that children need individualized learning and quite another to arrange for it. Here stages of learning are meticulously analysed and a broad general advance covered.

Sixteen attributes are listed for readiness in reading, with suggestions for promoting it, for cultivating literacy to a high level, and for the interlock with instruction in writing and mathematics. The sheer quantity of knowledge which well-taught infants can master, without over-direction, is impressive. It would be carping to comment upon competition for young children, or on the good organizational section which, however, skirts the problem of timetabling all groups at skills together.

The message of this excellent book is plain, plain, plain: the copious line drawings illustrate how it can be done.

Skinheads or scouts?

Seamus Hegarty

Working Paper in Cultural Studies 7/8: Resistance through rituals.
Centre for Contemporary Cultural Studies £1.50.

The latest offering from the Centre for Contemporary Cultural Studies is devoted to "post-war youth subcultures" and is the outcome of three years' work by the Centre's Subcultures Group. Newcomers should note that youth culture here means skinheads, drug users, mods and rockers, rather than Boy Scouts, sports clubs or the Youth Hostel movement.

These oppositions are not made in order to be tendentious. Clearly the latter aspects of youth culture are not problematic in the same way and they receive a great deal of societal support whereas some of the deviant aspects close to the Centre's heart have been the subject of massive—and unthinking—disapproval on the part of "straight" society. However, there is an element of advocacy in some of the Centre's work that lessens its value. It is valuable, frequently offering a unique perspective on critical events and processes within our society.

Let me give one example. In the course of a fascinating and perceptive note on Teddy Boy culture, Tony Jefferson refers to the Notting Hill riots of 1958. The ensuing prison sentences handed out were, he states, "an obvious scapegoating", an instance of "the protective cloak of the ruling classes being drawn closer to prevent its real interests becoming too visible". Now this may or may not be true. The point is that it is not argued and does not follow from the text. It comes over as the reflection of an ideological instinct rather than as a reasoned conclusion.

None of this would matter greatly if the work of the Centre was unimportant. However, this present volume amply demonstrates again that this is not so. Methodologically and substantively it contributes a great deal to the study of deviant subcultures. The methodological perspective belongs within the participant observation family. This particular family has been a much-troubled one in the sociological enterprise and has spawned more than its fair share of bastards. The two pieces by Roberts and Butters are useful contributions to a muddled debate and help to clarify the position of participant observation in the methodological canon.

Playing the game

Joe Benjamin

Play as Exploratory Learning. Edited by Mary Reilly.
Sage Publications £8.00. 80 91 0668 4. Paperback £3.50. 80 91 0179 5.

The Playleader's Handbook. By Bernard S. McGovern.
Faber and Faber £5.25. 571 10643 9.

There are not many American books on the subject of play which are worth reading. *Play as Exploratory Learning* is an outstanding exception.

It is a collection of well reasoned and surprisingly jargon-free papers by practitioners who rightly see play within the context of society as a whole, and not as something self-contained. Individual contributors enable us to draw on the known history of play, from Greek and Roman times through to the studies of Groos, Huizinga and others.

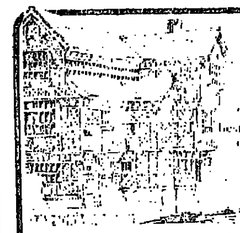
Subtitled "Studies in curiosity behaviour", it should be compulsory reading for the growing army of British playleaders. Play derives from curiosity: "Can I balance on that wall?", "How far can I kick that tin?", "What is this, and can I use it for that?"

Play does not stem from an adventure playground where the structures are built by the playleaders, where there is no variety, no sufficiency of alternative stimuli. Indeed, there can never be a sufficiency in this respect. Mary Reilly's own chapter on "Defining a Cobweb" sums it up nicely. She concludes: "If play is to be understood it must, above all, have its own explanatory framework. It need, in its own theoretical identity established as an outcome of serious study."

Bernard McGovern, on the other hand (and in spite of the title of his book), is a dedicated Games Organizer who seems unable to distinguish between play and games. Or is he? He includes in his book a poem of his own which should surely be memorized by everyone working with children. It, too, sums up what play is about. But the book itself does not.

For a start, it is not a "Playleader's Handbook" so much as a book of rules. In this respect it can hardly be faulted. If you want to know how to organize a knockout tournament, small team games, rounders, Australian fly, scavenger hunts, five-a-side rugby, eight-a-side cricket, May Queen Festivals, gymnastics, wobbledge and sennegball, or even playground recipes, th's is the book for you.

When we look for play, however, McGovern is a self-confessed pragmatist. In an earlier book he stated: "It will not take long for you to realise that theory . . . seldom, if ever, works out. . . . No theory exists giving the answer as to how children . . . can be persuaded to accept an adult." In his present book he ignores it altogether.



ARCHITECTURE OF BRITAIN
Dureen Yarwood
The most comprehensive and best illustrated one-volume account of the architecture of Britain. Over 600 illustrations.
£6.95

EMBROIDERY AND COLOUR
Constance Howard MBE
Expert guidance from the most distinguished teacher of embroidery
£5.50

THE POLICE
R.D. Lobban
(Past into Present Series)
£2.95

THE BATSFORD BOOK OF CHILDREN'S VERSE
edited by Gavin Ewart
This collection ranges from Chaucer, Wordsworth and Keats to Eliot and Auden. A delightful selection with something for all ages.
£2.50

THE EVERYDAY LIFE OF THE MAYA
Ralph Whitlock
A fully illustrated account of the daily routine, clothes, food and ceremonies of the delightfully intriguing Maya.
£3.50

MAKING THREE-DIMENSIONAL PICTURES
Robin Capon
A wide range of materials is fully discussed together with techniques and technical notes.
£3.95

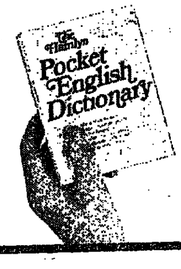
BATSFORD

COMPACT & UP-TO-DATE IDEAL FOR SCHOOL USE

The Hamlyn Pocket English Dictionary

This entirely new dictionary contains 12,000 of the most important words in current English: it lists 2,000 modern idiomatic phrases and has a wide coverage of technical and informal English. Its clear type and compact size make it an invaluable aid in the school and it will become a source of constant reference for children learning the proper use of the English language.

Order from your local Bookseller or Educational Contractor.



ONLY 75p

The Hamlyn Group
Astronaut House
Hounslow Road Feltham
Middlesex TW14 9AR

Assess — don't guess

The individual needs of each child can only fully be understood and met if teachers have the means to get regular and reliable information about the individual abilities, educational skills and achievements of every child in their care.

Nelson Department of Measurement and Guidance provides a wide range of carefully tested material for individual assessment.

Yardsticks

Age range 6 to 11 years

Purpose *Yardsticks* enable teachers to monitor their pupils' progress in mathematics in the order and method most convenient to themselves. 243 separate objectives which children achieve on their way to full mathematical understanding are identified and tested.

STANDARDIZED TESTS

Cognitive Abilities Test

R.L.THORNDIKE & E.HAGEN

Age range 8 to 18 years

Purpose To measure the individual child's ability to reason using three different kinds of symbolic material — verbal, quantitative, and non-verbal (or spatial). The scores provide a profile showing the pattern of each child's abilities — necessary data for educational and vocational guidance.

Richmond Tests of Basic Skills

A.N.HIERONYMUS, E.F.LINDQUIST, N.FRANCE

Age range 8 to 14 years

Purpose To provide for the comprehensive and continuous measurement of the children's growth in the fundamental skills — vocabulary, reading, language, study skills, mathematics.

Wide-Span Reading Test

ALAN BRIMER

Age range 7 to 15

Purpose To measure the child's level of reading comprehension. It is a sentence-reading test which avoids exclusive dependence on vocabulary but is nevertheless objective and easily marked.

Bristol Achievement Tests

General Editor: ALAN BRIMER

Age range 8.0 to 13.11 years

Purpose To measure the performance of individual children and classes in three areas of achievement which are basic whatever the curriculum followed. There are separate tests in English Language, Mathematics and Study Skills.

Full details of these tests are in the catalogue *Assessing Our Children* issued by Nelson Department of Measurement and Guidance.

To: The Educational I/C Dept, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP

Please send me a copy of the catalogue *Assessing Our Children*.

Name.....

School.....

Address.....

.....

6TES 21

Nelson

Policies for the pound

Andrew Robertson on four studies of inflation

Inflation : The Price of Prosperity. By Brian Griffiths.
Weidenfeld and Nicolson £6.95. 297 77028 4.
A World of Inflation. By Geoffrey Maynard and W. van Ryckeghem.
Batsford £8.50. 7134 3068 0.
Inflation in the World Economy. Edited by Michael Parkin and George Zis.
Manchester University Press £9.00. 7190 0630 9.
Economic Policy. By P. J. Curwen and A. H. Fowler.
Macmillan £10.00. 333 17746. £3.95. 333 18803 9.

You pays your money and you takes your choice (and what a lot of inflated sterling these four volumes represent). We have lived and are living through a time of unprecedented price inflation in Britain, and an inflation which is accompanied by high unemployment hitherto regarded as a symptom of deflation. What is more, we also have zero or very low economic growth, which is not in theory a concomitant of inflation. Our economic policy makers are clearly baffled, because they can only resort to crude short term measures, such as job creation (inflationary but politically essential), high interest rates, which are slow to take effect, and public expenditure cuts, which are said to be illusory and in any case well into the future.

Curwen and Fowler in their comprehensive and clear survey of economic policy are honest enough to say that so far economists have not found an answer to "stagflation". The Keynesian techniques were designed to resuscitate falling economies, to pull them out of depression and unemployment by public spending (deficit financing). Now we have deficit financing in the midst of inflation and wonder why the inflation goes on and on, and unemployment continues to rise. The answer to the last conundrum must be that to create real jobs we need growth and we are not getting it.

Maynard and van Ryckeghem point out rightly that the employment level depends on growth and that rapidly rising prices prevent the private savings needed to generate the investment which promotes growth. Simultaneously organized labour, stronger and better organized than ever before in most capitalist countries) tries to fight rising prices with wage demands which in turn lead to higher costs and prices. The old and controversial wage-price spiral, accentuated by the rising price of imports which no British Government can control. Justifiably or not, the corollary they pose is that countries with high inflation have adopted undemocratic systems of government, as in Brazil. The link seems to be the social unrest and discontent brought about by high inflation, which tends to redistribute wealth from the poor, who have little or no real property, to the rich who have most of it.

However, these authors also fall short of finding an answer to the enigma of inflation without growth, although they point to the Latin American economies which have enjoyed both. There are of course, corrective policies, as described by Brian Griffiths, usually attempts by governments at controlling prices and incomes. He has tabulated "the hopes and the realities" of British policies since 1948 when Stafford Cripps called for wage restraint and the upward trend was held at 2.5 per cent. By contrast, the Social Contract saw 21 per cent price inflation and weekly wages rising by 25 per cent (against a norm of 21 per cent under the "contract"). The most successful policies appear to have been those of 1966 to 1973, wage freezes which in the beginning held increases in wages to about two per cent but let them drift as high as nine per cent.

Neither price controls (which are not feasible without rationing) nor wage and profit controls seem to be workable because of the multitude of loopholes available to manufacturers and retailers, employers and company boards. Monetary solutions to inflation are also vulnerable because controlling the money supply in order to be fully effective requires strict credit controls, including hire purchase, credit cards, bank loans and possibly even exchange control of a far more stringent kind than at present exists.

Two years ago at the University of Manchester a conference was held under the promising title of "Inflation: its causes, consequences and cures". The proceedings were published this year, the title *Inflation in the World Economy*, containing 12 papers. Four are highly theoretical, to say mathematical, and are monetarist (contending that control of the money supply is the cure), three rather specialized (relating to one country (Sweden) or the general Scandinavian case, which has been particularly acute in Denmark, for example). Without exception (but with variations) this group of authors regard monetarist conclusions to the problem of international inflation—Duck, Parkin, Rose and Zis plumping for excess demand-price-wage spiral. Many of them also say that their researches have only "scratched the surface" of the inflation problem.

If this be so (and it appears to be judging from three conferences) the "cures" announced by the conference title are still in the future. Apart from this objection, this collection of essays pitched at a level mainly suitable for advanced students of economic theory.

Curwen and Fowler write in more general level, suitable for A level consumption, and set out the schools of inflation theory in a way that enables the reader to make dispassionate comparisons. They also discuss the importance of these theories on the Phillips Curve, which relates unemployment to price levels. Inflation theory, this setting of general economic policy (including regional and international policy) is easier to understand, even if no final conclusions may be drawn.

Brian Griffiths is also interesting on the policy implications of inflation, and makes the point that those who contend that the present inflation rate in Britain of 20 per cent plus cannot be reduced without doubling the present figure of unemployed are wrong, but that 750,000 to one million seems to have caused a downturn in early seventies. He, too, affirms that no one has the precise answer to this problem. Maynard and Van Ryckeghem appear to conclude that a leading cause of inflation is pressure for higher wages but that a really strict income policy would not be compatible with a democratic rule. Both books are eminently readable.

In print

The Coming of the Book : The Impact of Printing 1450-1800. By Lucien Febvre and Henri-Jean Martin.
New Left Books £12.00. 902308 17 3.

The modern intellect has been shaped by the printed book. Febvre and Martin's exciting book investigates this process by describing each stage of the book business from papermaking to reading habits. Readers should, however, be sceptical about the publishers' claim that this is unorthodox history. They may order these things differently in France, but in England books about printing have usually been more than histories of type-faces. They have also covered, as Febvre does, the book-buying public and technical change and working conditions in printing and all its ancillary trades.

What Sir Frank Kenyon did for the study of reading in antiquity and Philip Gaskell, F. B. Bennett and Marjorie Plant for the history of the English book, Febvre does for the book throughout Europe, including the Slavic fringe. It ranks with Gaskell's *A New introduction to Bibliography*. There is no higher praise.

Keith Harling

Among this week's contributors:

Tony Becher is professor of education at the University of Sussex.
Joe Benjamin is administrative adviser on community work at the Centre for Institutional Studies at North East London Polytechnic.
Seamus Hegarty is a research officer at the National Foundation for Educational Research.

English Popular Education 1780-1975
Second Edition
DAVID WARDLE
An account of the development of education in England from the closing years of the eighteenth century when an attempt was first made to provide an education for all children. The author looks in turn at the children, the teachers, teaching methods, and the curriculum and provides a history, not only of education itself, but of its development in education were affected by social and intellectual influence of the time.
Hard cover £3.95 net
Paperback £1.95 net

The Ordinary and the Fabulous
Second Edition
ELIZABETH COOK
The second edition of an interesting and informative introduction to myths, legends and fairy tales. The author's aim is to interpret the familiar legends and tales, and describe how they can best be told to children. She discusses a number of parallel accounts of well-known stories and uses them to point lessons on the problems of story telling. The new edition includes an extended preface which takes account of influences affecting children's literature since the first edition appeared, and the very detailed annotated bibliography has been entirely rewritten and brought right up to date.
Hard covers £6.75 net
Paperback £2.95 net

SELECTED TALES FROM CHAUCER
Recordings
The *Selected Tales from Chaucer* series is now accompanied by recordings of some of the tales read in Middle English. Each reading incorporates the full text of the *Prologue* and *Tale* as well as including the portrait from the *General Prologue*.

The Miller's Prologue and Tale
Reader: A. C. SPEARING
Published
Reel £5.50
Cassette £4.00

The Merchant's Prologue and Tale
Reader: A. C. SPEARING
Published
Reel £5.50
Cassette £4.00

The Wife of Bath's Prologue and Tale
Reader: ELIZABETH SALTER
Available late 1976
Reel about £5.50
Cassette about £4.00

CAMBRIDGE UNIVERSITY PRESS

Children's literature

Three faces of crime

Rhodri Jones on adventure stories

Murder on "The Canadian". By Eric Wilson.
Bodley Head £2.25. 370 11013 7.
Play it Cool! By Margaret Gore. Abelard £2.95. 200 72398 7.
A Son of the Soil. By Wilson Katiyo.
Rex Collings £3.50. 860 36002 4.

The different forms adventure stories for children can take are well illustrated by these three novels. *Murder on "The Canadian"* is an example of the most basic form.

Tom and Dietmar, travelling alone across Canada on the transcontinental train, become involved in a mystery. Their suspicions are first aroused by the man with a black attaché case handcuffed to his wrist. What can be in it? Diamonds? Secret documents? Then there is a murder, and Tom emulating the heroes of his favourite books brings the criminal to justice—not without undergoing considerable danger himself.

Of course, the plot is preposterous, an excuse for suspense and escapism. This wouldn't matter so much if the boy heroes themselves were more believable and interesting. Unfortunately, they behave with irrepressible cuteness and are reminiscent of the children in Disney films at their worst. The background of "The Canadian" ploughing its way across the continent is not sufficiently interesting to compensate for this.

On the face of it, *Play it Cool!* might seem to be in the same category—a simple-minded adventure story whose sole aim is to amuse. Again, a group of children show how much more intelligent they are than adults by discovering a gang of thieves and organizing their capture by the police.

But there is much more to this novel than that. The children are believable with their own individual characters and their own problems and doubts. Jimmy, for instance, wants to join the other boys but his highly developed ethical sense won't entirely let him. Stringer feels bitter about being the adopted son of a rich surgeon and rebels against him. Woody has to feed himself on fish and chips because his mother can't be bothered, and he retreats into a world of comics. The story is firmly based on reality and the interplay of the various characters and backgrounds is presented in a lively way.

Perhaps Stringer is the most interesting character. His aloofness has a certain magnetism for the other children, and his moodiness and attractiveness are well portrayed. In a fit of reckless bravado he drives his father's car along the motorway with disastrous results. But at the end Stringer does the right thing and everything will be better in the future. There is a good deal here for the reader to think about as he is pulled along by the basic story of hidden tunnels and gangs of thieves.

A Son of the Soil is an adventure story of yet another kind. It is a first novel set in Zimbabwe and it tells the story of Alexio, born in a village in the bush and making his way in the world. The early exploitation of the country by white settlers before Alexio was born is sketched in, and we follow the hero as he moves from village to village after his father's death, from one family group to another, and the hardship he has to undergo.

Through the account of Rado, an older cousin of Alexio, who finds work as a servant in the suburbs of Salisbury, we see how the black villagers adapt to city life and how the process of exploitation goes on. Alexio does well at school and goes to stay with Rado so that he can continue his education. Rado becomes involved in politics and is sent to prison after being informed on and framed by her mistress. In the course of the arrest, Alexio's friend is brutally killed. Alexio is befriended by an English teacher and his wife at his secondary school, but he is constantly molested by the police who want him to turn informer.

Attempts are made to get him a passport so that he can come to England to continue his education, but the authorities claim he is really going to Russia because he is a Communist, and he is sent to a restriction camp for three years. With the help of an African guard, Alexio escapes and is forced to hide in the bush. At this point the novel ends, and we are left with the expectation of a sequel to continue the story of Alexio's struggle against injustice and oppression.

There is no way of knowing, of course, whether the story is true or not, but the way it is told certainly gives it the ring of truth. The earlier sections are somewhat flatly narrated, but the later episodes—Alexio's life as a child in Salisbury, the arrest of Rado, the interrogation and imprisonment of Alexio—are told with considerable power.

The reader cannot fail at the end to have a very much clearer idea of what it must be like to live as a black in a community where a white minority behaves as the ruling class and has every intention of continuing to do so. Told with a total lack of bitterness, it is often a painful and harrowing story and is recommended only for older children and adults.

Society and supernature

F. R. H. Du Boulay

The False Messiahs. By Jack Gratus.
Gollancz £6.00. 575 02046 6.
European Witch Trials: Their Foundations in Popular and Learned Culture, 1300 to 1500. By Richard Kieckhefer.
Routledge and Kegan Paul £5.25. 7100 8314 9.

Both these books deal with the belief often held by men and women that they may be helped or harmed, by supernatural powers. The resemblance ends there. Jack Gratus looks back through the ages at the messianic ideal and defines his messiahs as men (hardly ever women) who have a twofold characteristic: as men of power who will in some way conquer the world; and as men of sorrows who must suffer for our transgressions yet will be ultimately victorious. From there he goes on to point out that messiahs are exiles, physical or mental, who believe that they have been sent by God and who, of course, persuade others that they have indeed been thus sent.

The book is scarcely a piece of original thinking, let alone research, and it seems to be written on the assumption that messianism is sufficiently explained by its own sociology. We are reminded that messiahs reject family life and ordinary social companionship, that they are fundamentally lonely, and that they promise heaven and earth to those who are wholly obedient but threaten the recalcitrant with dreadful fates.

Mr Gratus surveys a vast landscape and picks out some vivid landmarks, but his historical telescope is a very odd one. The messiahs furthest away from his eye are bigger than those nearer to him. Jesus of Nazareth has a stature unspeakably greater than that of Joanna Southcott or of Charles Manson, now in prison for some disgusting murders. Obvious enough, but the book does not try to explain why. The writer happily goes on about psycho-pathology, resistance to technological change, the role of women in a messiah's circle, and so on. But since he is not much concerned with the ideas held by messiahs and their followers he can hardly draw a line between happiness and dottiness.

On the other hand, Dr Kieckhefer has given us a limited but scholarly little book, using original evidence from witch trials and helping us to understand the past by careful and ordered argument. In many societies witchcraft consisted in the belief that by incantations and ceremonies of various kinds you could alter the weather, hurt your enemies, make attractive women love you and bring about similar desirable consequences. All this may be called sorcery. The main theme is that when learned men started bringing sorcerers to trial it was not long before their victims were accused of having made pacts with the devil and even worshipping him.

How then can historians distinguish between the beliefs of peasants and professors? Dr Kieckhefer argues it can be done by using direct and freely given statements in the records of witch-trials, and rejecting, as inferior evidence, the testimony put into the mouths of the accused, often under torture, by their judges. If this technique is both possible and correct, then diabolism was a creation of learned minds which felt a need to explain sorcery more logically than simple villagers ever wanted or were able to do.

Educated people today presumably do not believe in sorcery, though they may well believe in a messiah. For this reason, a social study of sorcery is more rewarding than a social study of messianism divorced from its intellectual content. Sorcery can be seen as the documentary residue of folk medicine, local quarrels and fragmenting societies. It can be wholly explained on the historical level. This is why the book by Richard Kieckhefer is more enlightening than the one by Jack Gratus.

Paperbacks

Shadowy types

Hilary Finch on a new edition of Henry Vaughan

Henry Vaughan: The Complete Poems. Edited by Alan Rudrum. Penguin £4.00. 14 042 208 0.

"Give him among thy works a place", pleaded Henry Vaughan to his Creator about his own poetry in the mid-seventeenth century. Penguin, at least, have now answered the poet's prayer by giving him a place as the latest addition to their English Poets series—and not before time.

The definitive edition of his works, edited by L. C. Martin, was published by Oxford University Press in 1914 and 1957; at £9.50, it is the only complete edition now in print. This newly revised and annotated collection of the complete poems hopes to break new ground in unravelling "the host of Biblical allusions which suffuse his work" and aims to make his poetry more accessible.

Henry Vaughan, Silurist (for so he called himself, after Tacitus's name for a tribe in his native Wales) wrote at the same time as Milton and Marvell, but has not, on the whole, been taken so seriously. He spent nearly all his life between the Brecon Beacons and the Black Mountains; critics and scholars have been quick to seize on his nature imagery, his visions of a pre-lapsarian "world of light", and to make the obvious comments—as well as seeing him as a herald of nineteenth-century romanticism.

It is refreshing to find that this edition (apart from the blurb) moves away from this limited reading to a closer textual examination which makes constant close reference to the sources of Vaughan's nature imagery. These annotations are not intrusive, since they come all together at the end of the text; Biblical references are provided and cross-references and contemporary usage noted.

But in some cases, clues within the poetry itself to the precise ways in which Vaughan uses these Biblical images are missed. To quote just one of many possible examples: in "Religion", the traditional typological (figurative) image of Christ as sprouting rock is given correct Old and New Testament references, but the poem's further extension of this into the water and wine of the marriage feast at Cana is ignored, and consequently, the sacramental significance is missed.

The editor states in his preface that "a serious reading of Vaughan involves an awareness of how he employed his Biblical sources". Since a typological reading of the Bible was most important to Vaughan and his contemporaries (especially to Herbert, who influenced him greatly) it is a pity that this has not been taken into account more consistently and thoroughly in these annotations.

It is a pity, too, that it was decided to omit the original title-pages from each set of poems. That for *Silex Scintillans*, critics and scholars have been quick to seize on his nature imagery, his visions of a pre-lapsarian "world of light", and to make the obvious comments—as well as seeing him as a herald of nineteenth-century romanticism.

It is refreshing to find that this edition (apart from the blurb) moves away from this limited reading to a closer textual examination which makes constant close reference to the sources of Vaughan's nature imagery. These annotations are not intrusive, since they come all together at the end of the text; Biblical references are provided and cross-references and contemporary usage noted.

But in some cases, clues within the poetry itself to the precise ways in which Vaughan uses these Biblical images are missed. To quote just one of many possible examples: in "Religion", the traditional typological (figurative) image of Christ as sprouting rock is given correct Old and New Testament references, but the poem's further extension of this into the water and wine of the marriage feast at Cana is ignored, and consequently, the sacramental significance is missed.

The editor states in his preface that "a serious reading of Vaughan involves an awareness of how he employed his Biblical sources". Since a typological reading of the Bible was most important to Vaughan and his contemporaries (especially to Herbert, who influenced him greatly) it is a pity that this has not been taken into account more consistently and thoroughly in these annotations.

It is a pity, too, that it was decided to omit the original title-pages from each set of poems. That for *Silex Scintillans*, [illegible] as many blind alleys as connecting insights among the webs of cross-linked ideas; with growing admiration or horror, according to taste, at the ghastly power of the computer. Economy of exposition and a brave attempt at clarity and consistency of style deserve the respect of serious users, notably those dealers in sonorous preambles and fine resolutions, the international spokesmen, bureaucrats, politicians, businessmen, and related sub-species of world citizen.

That blowsy old whore, the English language, should be grateful to the Gnomes for a firm tug at the corset-strings, as she spreads in all directions.

William Cleghorn

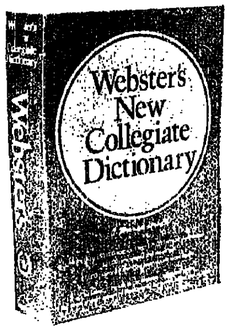
Sink or swim

Yearbook of World Problems and Human Potential.
Union of International Associations/Mankind 2000. £24.00. 92 834 1232 X.

The rising flood of the world's recorded self-knowledge has long since submerged the best of individual intellects. Encyclopaedists struggle to stay heavily afloat: corporate Noahs commanding arks-loads of electronic data retrieval systems, network strategies, and classification schemes. Clear the decks: here comes "a concern for the network of relationships which contain, determine, or provide a scaffolding or context for the forms and reforms of humankind" allied to a vision of "a Third World of underdeveloped organizations which could (and do in part) constitute the most vital resource for the solution of world problems".

Bestowed upon us is a mightily indexed and cross-referenced array of 2,563 world problems, 3,300 international organizations, 1,845 intellectual disciplines, 428 jobs and occupations, 77 human diseases, 606 traded commodities, economic sectors, and multi-national corporations, and 931 international treaties. And there's more in the pipeline: the Gnomes of Brussels labour on at their computer terminals to give fuller expression to the vision.

It's best to read first the short appendices, to get some grasp of the point of it all; then you proceed to try out your problems (taboo, tapeworm, television violence, togetherness, tumours, tyranny...), finding



The Saxons called it Word Hoard

To the Saxons reference books were word hoards and minstrels, as well as educated men, 'unlocked the word hoard'.

Mérriam Webster's New Collegiate Dictionary does more than hoard words, it brings them alive as never before. Altogether 150,000 words spring vividly to life including 22,000 new ones. There are 24,000 phrases showing how words *are* used in context and over 3,000 quotations showing how words *were* used by poets, politicians, comics and critics.

In short, a dictionary to cover all your needs at £8.75.

We bring life to words

Longman Dictionaries & Reference Books

Law and concept

F. W. Kellaway on engineering science

Electronics, Systems and Analogues. £1.95. 333 15639 0.
Thermodynamics. £1.65. 333 15643 9.
The Use of Materials. £1.55. 333 15645 3.
Waves and Vibrations. £1.95. 333 15646 3.
Teachers' Resource Book. £3.75: 333 15647 1.
Macmillan Education.

Texts emanating from the Schools Council Engineering Science project, based on Loughborough University of Technology, have been commended in these pages on several occasions. Attention should now be drawn to four more, in the same vein; but even more significant is the advent of a teachers' resource book.

The project itself began in 1970, with a primary aim of producing "stimulating and enjoyable textbooks by adopting an engineering approach to the treatment of the physical science included in a wide range of A-level courses". The quality of the resulting books (now in double figures) was quickly acknowledged.

The texts have titles which are self-explanatory. Generally, their large pages carry two related sequences. In the upper half of the page is an account of engineering and scientific concepts, while the lower half contains physical laws and relationships with mathematical derivations, and supporting material of a technical nature.

A section of the book on thermodynamics may be cited as an illustration of the technique. The upper text carries a history of the internal combustion engine, leading to the operation of a four-stroke engine, differing ignition processes and an appreciation of efficiency. Parallel to this are notes on pollution and the standards physics of topics such as the kinetic theory of gases, Boyle's law, Charles's law and the gas equation.

All this is supplemented in the teachers' book by general references to engine cycles, and a detailed note about the performance of real engines and the need for the critical timing of the opening and shutting of inlet and exhaust valves.

The function and execution of the teachers' book deserves special praise. Throughout, it is emphasized that the resource book is not intended to be a definitive guide any more than the texts are to be regarded as a bible for a teaching programme, whether in terms of design, content, order or approach.

What we do have (to quote the introductory chapter of the teachers' book) is a series in which "each text provides a considered treatment of the syllabus centred on the discussion of an engineering situation. . . . A thorough analysis by the teacher of the material in the books, followed by the formulation of a reading guide for the students, will pay enormous dividends. . . .Such analyses and formulations must be highly individual".

Textbooks which "relate to student experience and interest", supplemented by a teachers' book which proffers reasons why certain material is treated in the way it is, amplifies specific factors, and includes additional references and a comprehensive index, deserve to succeed.

A thought-provoking final chapter, in the teachers' book, on practical work considers the objectives of practical work, suggests how experimental investigations may be initiated, conducted and supervised, and deals with assessment, report writing and the vitally important issue of safety.

Search for the elixir

R. G. Garnett on chemistry

Man the Chemist. By Trevor I. Williams.
Priory Press £4.75. 85078 159 0.

Dr Trevor Williams is a leading authority on the history of technology; this is one of a series of volumes dealing with the history of scientific achievement over a wide field. It is an attractively produced publication and within its 90 pages there are 70 telling illustrations making it admirably suitable for school libraries.

Trevor Williams provides an interesting survey of the beginning of chemistry applied to primitive needs of cookery, utensils and fabrics. He then shows that the constriction of the Aristotlean theory of elements, upheld for over a millenium, was not wholly negative—the research for the philosopher's stone went hand-in-hand with concoctions for an elixir of life. In his laboratory the alchemist refined many new techniques and was in turn a subject of interest for graphic artists and dramatists such as Breughel, Holbein and Ben Jonson. The chemist was emerging as the practical man who could engage in complex experiments leading to useful end-products; on the other hand he was a mystic unravelling the mysteries of the universe.

We must not, however, forget that serendipity has and continues to be a feature of scientific achievement and was prominent in fields as widely separated as fine chemicals and pharmaceuticals. Accident and inspired observation led Perkin and Fleming to aniline dyes and penicillin.

Trevor Williams cannot be faulted on the flow and warmth of his narrative but it should be emphasized that he is writing in a series on social history, and this implies that chemistry should be seen more closely in relation to Society determines the extent of its science and technology and also the decisions that seem superficially scientific are basically political and economic. Society also draws up the cost-benefit resource balance of conservation, disturbance and pollution.

Drawing-board companion

C. W. Tonkin

Technical Drawing (4th edition). By W. Abbott. Revised by T. N. Hewitt.
Blackie £3.60. 0 216 90210 X.

This is the fourth edition of a standard work revised to meet present conditions. The work is arranged in three sections, the first providing a general introductory course, the second dealing with applied geometry, the third applying the work of parts 1 and 2 to the preparation of engineering drawings. As well as having vocational relevance, the course makes a real intellectual demand.

Part one covers the basic elements of drawing board work and the plane geometry necessary for effective drawing. The elements of orthographic drawing are well presented, third angle being used as the more common convention in present-day practice. The introduction to isometric drawing is clear, the illustrations are good and the problems well chosen.

Part two applies geometric constructions to a wide variety of drawing and graphics. Attention is directed to the principles of projection and then moves on to auxiliary projections, sections, intersections and developments. Various projections other than orthographic and isometric are explained clearly.

The final section draws together the principles of the first two parts to show how to produce good engineering drawings.

The drawings throughout are excellent and the text is sufficient and clear. The revision has been done well and the result is an excellent textbook for school pupils as well as for the young student who has already embarked on an engineering apprenticeship.

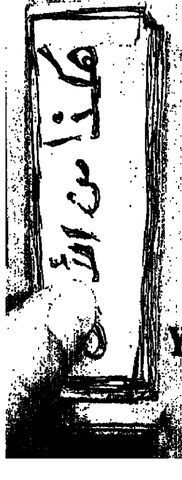
Secretary bird

Alan Hooker

The Legal Secretary's Handbook. A. Newington and H. Willoughby.
Oyez £5.50. 85120 214 4.

Presupposing a knowledge of general secretarial duties, this book covers those specialist tasks which are most likely to concern the legal secretary. "Secretary", however, is a rather misleading, for the book will prove invaluable to prospective legal executives and other legal secretarial staff. Company formation, conveyancing, divorce, wills and probate and, in general terms, litigation are included, each being comprehensively covered. The procedural text is backed by over one hundred specimen forms and documents, shown either completed or with full instructions.

Look behind the book clubs



You'll find Scholastic has a lot more to offer

Individualised Reading
The paperback collection that anticipated the Bullock Report, providing a richly varied and secure source of individualised supplementary reading—at a price to suit the current decapitated allowances. Graded in sets according to age and ability: Green (100 books for 5 to 7+); Orange (100 books for 7 to 9+); Orange+ (50 books for 8+ to 10); Blue (100 books for Junior/Middle School); and the new Blue 1+1 (50 books for those who are getting on a bit). Each book is accompanied by a Pupil Card and a Teacher Card, designed to deepen and extend the reading experience by testing comprehension and suggesting related activities. Each set is presented in durable display cases, making an attractive mini library for the classroom.

Cassette–Book sets
Hearing is believing—reading can be fun! Delightful stories, delightfully told, delightfully accompanied by incidental music. Marvellous moneysworth at £3.00 a set, each consisting of up to five paperback books with word-for-word recording on cassette (approximately 40 minutes playing time). The range of 10 sets now covers age groups 5 minus to 9 plus.

Topic library sets
Adding a new dimension to topic work in the Junior and Middle School—six sets ranging from horses to historical fiction. For £8.00 you get two copies of 10 different thematically grouped titles (mainly fiction) plus a large, full-colour wall chart and teacher's guide to use of the set. Neatly packaged in a small display case—a very attractive proposition.

Posters
Large, full-colour detailed treatments of 13 fascinating subjects—from animals, to orchestras, to Indian Tribes in 1850. At 50p apiece—a valuable visual aid for any classroom, any age group.

Paperback book clubs
These are the names by which teachers know us best:

See-Saw (for the under-fives)
Lucky (for infants up to 8 years)
Chip (for 8+ to 13-year-olds)
Scoop (for secondary schools)

Scholastic bookclubs have always been well to the fore in offering paperbacks of outstanding quality and value for money. Today, in the face of soaring costs and swingeing cuts, these attributes have become more important than ever.

The attractive selections of carefully graded books—priced as low as 30p each—are a strong inducement to pupils and parents to take on some of the onus of book provision.

Each club covers a wide spectrum of fiction and non-fiction reading needs within its specific age group. Exclusive edition offers, special club prices and free books for organisers enhance the value of the club to pupil, parent, teacher and school.

Organisation of the clubs is simple, costing the school nothing but the minimal amount of time required for ordering and administration. All club materials (and postage) are free.

Name _____
Position _____
School _____
Address _____

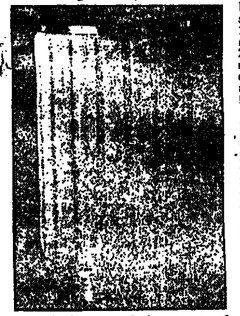
Fill in your name and address and send now for your own copy of this year's Scholastic Catalogue to:

Scholastic Publications Ltd., Westfield Road, Southam, LEAMINGTON SPA, Warwickshire CV33 0JH.

One shop window for a year's developments

ADRIAN HOPE on Audio '76

Despite continual controversy over which audio exhibitions offer the best chance of making useful judgments most people do at least agree that a large exhibition makes an ideal opportunity to catch up on the year's developments. No single retailer could, for instance, ever hope to stock the range of audio equipment which was recently on display at the Majestic and Cairn Hotels, Harrogate, as part of Audio '76, this year's Northern International High Fidelity Festival.



Partly because of the success of past Harrogate exhibitions and partly because of the cancellation of this year's autumn London Audio Fair at Olympia, more than 70 companies exhibited equipment bearing twice that number of (mostly well known) audio trade names. Indicative of increased public interest in audio was the participation of about 10 different magazines variously directed at those with an interest in the hows and whys of reproducing recorded or broadcast sound. There is now even a weekly magazine concerned mainly with hi-fi.

To the regret of those who would still prefer to buy British the trend towards Japanese dominance in the electronics field continues.

However there still remain some highly worthwhile products of truly British origin, mostly from small firms. Neal (North Eastern Audio Limited) of Newcastle-upon-Tyne have a wide range of British-made cassette, record and replay decks which offer true high fidelity and reliable performance. Neal decks are available with a wide range of function options: stereo with Dolby noise reduction; stereo with audio-visual pulse track facility; mono AV, and so on.

Because it is extremely costly to import loudspeakers, it is usually cheaper to buy British. And as many British loudspeakers are as good as, or better than, their foreign counterparts, this is one area in which buying British really pays dividends.

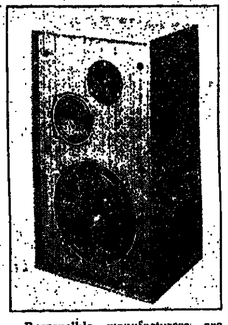
Several British firms are now manufacturing small speakers based exactly on design specifications developed over recent years by the BBC, and made under the strict licences granted by the corporation. The Audiomaster LS3/5A, from Audiomaster Ltd, Bridle Path, Watford, Herts is one example. Only 308mm high by 193mm wide by 160 mm deep, and guaranteed for five years, this tiny speaker can produce louder, cleaner levels of sound (with adequate base) than would ever have been thought possible a decade or so ago. Cost a pair is £139.90 including VAT.

Another small all-British loudspeaker, sold under the slogan "a quart into a pint pot", is the JR 149 from Tape Music Loudspeakers Ltd, of 114 Ashley Road, St Albans, Herts. Owing something to the BBC but most to the long-respected design work of Jim Rogers, the JR 149 is shaped like a large, cylindrical biscuit tin (30cm high by 20cm diameter), but has extremely attractive external styling. The basic cylinder is, in fact, of rigidly braced aluminium, with the sound emitted from one side.

Again, surprisingly high levels of clean sound can be produced; and it is probably true to say that of the many new loudspeakers which have appeared over the last year, the JR 149 has created the most interest within informed audio circles. Basic cost a pair is £135, including VAT.

With so many new speakers being launched on to the audio market, and inevitably securing review space, it is all too easy to forget or overlook the tried and tested product ranges which have been market leaders for years.

Rola Celestion Ltd, of Ipswich, Suffolk, have, for instance, been designing and selling Celestion speakers for 50 years now and have the business-like production of a good, reliable, recommended product down to such a fine art that their prices are surprisingly low. What is more Celestion products are almost always found discounted by up to 25 per cent. Their Ditton range is thus both cheap and safe to recommend. The new Ditton 33, for instance, can usually be bought for around £140 a pair and as a large, well-styled, heavy-duty speaker, is hard to beat.



Responsible manufacturers are now often at pains to remind us that as loudspeakers improve in quality the question of where they should be positioned becomes more important. Amplifiers, turntables and tape recorders will, within reason, function as well in one position or room as another, but loudspeakers interact with their surroundings.

One loudspeaker needs to be mounted on a stand, another may sound better on the floor, one may sound horribly boomy if backed on to a wall or into a corner, and yet another may be designed for mounting close back onto a wall in a bookshelf. Respectable loudspeakers are always sold with instructions recommending their ideal mounting positions, but a surprising number of users never read the instructions.

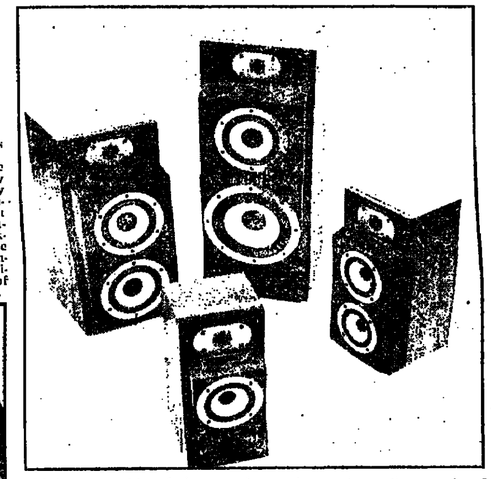
Another important factor which it is easy to overlook in the choice and use of loudspeakers is that of efficiency. This is simply a measure of the amount of electrical energy (as fed from the amplifier in the form of an audio signal) which the speaker converts in audible sound power. It is not generally recognized that the efficiency of modern loudspeakers, especially those of very small physical size, is extremely low; often less than one per cent of the electrical power fed in from the amplifier is converted into sound. This is why modern amplifiers must often offer many tens or even hundreds of watts a channel.

To cope with transients (sharp orchestral peaks) without "clipping off" the top of the peak and producing a distorted sound, the amplifier must feed many tens of watts into the speaker for the short duration of the peak.

Although most modern speakers are of low efficiency, and will produce inadequate, clipped sound with a low-powered amplifier, a few designers still produce high efficiency speakers. One is Donald Cluve, a pioneer of British audio, who was schooled in sound reproduction by Dr W. N. McLachlan (a mathematician noted for his work on bezel functions) and is responsible for the range of Lowther speakers (Lowther Onlife Ltd, 41 Masons Hill, Bromley, Kent). The Lowther range have sound conversion efficiencies of between 20 per cent and 40 per cent.

The extremely high efficiency of the Lowther range, coupled with their reasonable cost, makes them well worthy of consideration by any organization seeking to produce large volumes of sound from reasonably low-powered amplifiers. Schools with the need to fill a large hall with large quantities of clean sound would do well to look at—and, more important of course, listen to—the Lowther range.

Finally, and turning briefly to Japan, JVC was demonstrating an excellent and reasonably priced (at £49.50, including VAT) binaural headphone-microphone. Briefly binaural recording involves the placement of a stereo pair of small recording microphones, one at, near or even in each ear of a dummy or human head. The microphones thus pick up sounds exactly as they are heard at the ears. Subsequent playback, via headphones produces an uncannily realistic reproduction of the original sound. For extreme convenience of operation, the JVC kit cleverly combines the microphones and headphones into a single, dual-purpose unit.

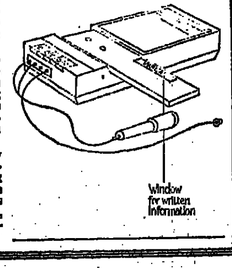


● From left to right: the JR 149 loudspeaker; the Ditton 333 loudspeaker; the JVC binaural headphone-microphones and the Leak 3000 range of loudspeakers.

Attracting a lot of attention at Effech was a new "sight and sound" system designed by a teacher, Mr A. F. Rudd. It is based on a special Visaud Cassette on which words can be written for display.

A teacher can make his own programme by recording on to the tape and writing the words he wants the pupil to see on the tape. Using a modified cassette recorder, the result is a stream of moving written words coinciding with spoken words.

Mr Rudd has patented the new system and is looking for manufacturers, but meanwhile he is making and selling a few himself. The modified recorder and two cassettes plus pen cost £45. *Mr A. F. Rudd, 29 Bar Lane, Stapleford, Cambridgeshire.*

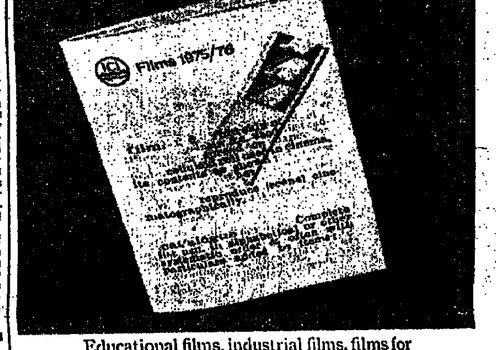


A programme of short courses on audio-visual techniques and educational technology to be run in 1976-77 by the Training Department of the National Audio-Visual Aids Centre has now been published.

The courses, which run for from two to five days cover such areas as overhead projection, television, photography, the analysis of reprographic systems and methods, graphic design, the organization of resources and the production of television material, of slide tape packages and learning packages.

Details of these and more specialist courses are available from: The Registrar, Training Department, National Audio-Visual Aids Centre, 254-256 Belsize Road, London NW6 4BT.

Now from ICI: The book of the films



Educational films, industrial films, films for the public at large; films on conservation, on science, on agriculture, on safety . . . Read all about them, make your choice, and check your 16mm projector's in trim; Then let it roll.

So long as you're a school, club or other non-paying audience, these films are free.

So, for that matter, is the book. From the ICI Film Library, Thames House North, Millbank, London SW1P 4QG.

ICI Ideas in action

ELIZABETH GOODACRE reviews materials for reading and language development

Confidence booster for diffident pupils

Remedial Reading Workshop
Edited by Donald Moyle and Sydney Wrench. Ward Lock Educational £38.00, postage and packing 68p. ISBN 070 623 4278.

This material consists of 100 work cards (colour coded into 10 levels of difficulty), teachers' manual and separately boxed answer cards. The aim is to provide material and follow up work of interest to secondary pupils whose reading competence is within the range 6.9-9.0 years.

Much of the follow up work can be done in small groups and a section on open-ended activities provides suggestions for topic work, creative writing and exploratory activities. The publishers suggest the success of the *Remedial Reading Workshop* depends largely on the teacher, who needs to be involved in the pupils' work and use every opportunity to consolidate and extend their expertise.

Skills such as using context clues, reading for understanding, developing vocabulary, mastering spelling and phonic "rules" are practised in this scheme. The teachers' manual contains a useful chart giving precise information on the skills developed at each level of the Workshop. The material has been carefully graded by a combination of three methods including Cloze procedure.

The pupil's workbook, which can be ordered separately from the publishers, is set out in the teachers' manual and can be torn out and reproduced. Although the manual is only some 30 pages long, it also contains ideas for using the work cards as source material for language development with individuals or small groups.

The material is produced on good quality card and packed in blue plastic boxes, which we found rather unsatisfactory. The Workshop was tried out for a term on pupils aged 13 to 16 with reading ages of eight and above. Teachers felt it filled a need and liked the way the cards were produced. They felt they appealed equally to boys and girls and reflected a multicultural society.

Pupils had little difficulty with the multiple choice questions, but problems arose when they had to evaluate and interpret, although working through such difficulties was often beneficial to both teacher and pupil. Many pupils often seemed afraid of reorganizing ideas and facts from the text and a few —mostly older withdrawn girls— seemed completely unable to anticipate or predict words from their contexts.

As pupils became more familiar with the scheme, their confidence increased and they made progress. The teachers particularly remarked on how much the Workshop interested pupils who were often difficult to arouse, and who seemed to gain a lot from monitoring their own progress. *E. G. and Irene Gray*

"Shirley rushed downstairs. She jerked open the fridge. There was a smash. The baby's bottle had fallen out on the floor—and broken! There was no bottle of milk to give to Johnny. How could she stop him crying?

"Shirley prayed. Shirley said: 'O God, please stop Johnny crying'. And she waited for God to answer her prayer.

"Was she wise?"

A dilemma for discussion in one of the Remedial Workshop workcards.

A challenge for the mature

Work Cards for Extension Read... "From Faraway Places", "... Winds", "Crossroads", and "... Seas".

Cost 55p a pack. ISBN 0 7202 1... 2/1153 0/1154 9/1155 7. Nisbe...

Nisbet have produced work ca... for the four extension readers ... their "Kathy and Mark" read... scheme. These readers are descri... as being more challenging than ... extension readers related to ... "Janet and John" scheme (*I... Be Magic*, etc) and are, say the ... lishers, more suited to pupils ... "greater mental maturity".

The first book, *From Fa... Places*, has a vocabulary of 10... words increasing to 3,000-plus ... the four books. The last, *... Seas*, seems to be about reada... 10-11 (Fry Readability). Fa... articles, folk tales, fiction a... poetry are included and are w... produced and illustrated.

The work cards consist of ... cards in each cardboard, ... colour coded to match the ... books. Work cards are not hi... for every story or article and ... tions tend to be factual ... than inferential. Answers are ... provided so the teacher must ... with the child or prepare ... cards herself.

Some cards have a "follow ... your reading section" which ... require pupils to consult ... reference books. Card 16 in ... pack is a crossword, while ... questions deal with word study ... derivation. The four ... readers and these work cards ... appropriate for good readers in ... junior school.

Learning and winning

Quin's Reading Games
By Vera Quin and Lyn Cashman. Cressrelles Publishing Co, Ltd. £6.21. ISBN 0 85956 019 8.

A set of ten games devised for children with or without learning problems, the Quin Games are clearly produced on laminated card with counters, dice and instruction booklet.

They were devised by remedial teachers to develop different skills. There are six lotto-type games to develop use of rhymes, plurals, nouns and adjectives, past and present tenses, synonyms and opposites, and snakes and ladders-type board games to develop "sight and social vocabulary" (words in essential notices and addresses). The latter were the most popular when tested. The two games dealing with social vocabulary could be used with adult illiterates.

The six lotto-type games were less successful. The laminated boards and small cards stood up to wear and tear but the small cards were difficult to shuffle. "Rhymes" was based mainly on spelling.

In "Plurals" pupils are required to use words in sentences and some felt this slowed down the game. "Nouns and adjectives" was difficult with complaints about too many "hard words", but "past and present" was said to be easier. "You can work out what the words should be", the pupils said.

"Synonyms" produced a great deal of argument, not always settled by recourse to the dictionary. The players felt "you might learn the words but they're not always right". This was especially so with words that had more than one meaning. The children were more familiar with one meaning than another, for example, jam/block; march/game; close/near. "Opposites" was less controversial, although "again" "heavy/light" caused some confusion.

The board games held their interest longer and, as one nine-year-old commented eagerly, "You mightn't want to learn those particular words, but it's a game you do learn them so you can win". The six lotto games really need a skilful teacher or adult control to deal with the language problems.

Spur to language skills

Language for Learning
Unit 1 (Classification); Unit 2 (Story Telling); Unit 3 (Enquire and Eliminate).

Price £3.50 per unit. ISBN 0 435 01920; 0 435 01921 X; 0 435 01922 8.

Heinemann Educational Books, Centre for Urban Education Studies Language Division and ILEA Media Resources Centre.

This is a series of simply structured language materials devised and tested by the ILEA Centre for Urban Education Studies which is designed to help young children to develop their oral language skills. Already familiar to London teachers, they are now being marketed by a commercial publisher. The material has been fairly extensively revised and the illustrations appear to be clearer with brighter colours than in the earlier versions.

The card now used in the materials seems to be slightly thinner and these games are now boxed instead of being packed in plastic wallets. The boxes are clearly labelled but not very substantial.

The teachers' notes are essential and include transcripts of pupils' efforts with analytical comments. This detailed and practical advice is helpful, especially to the teacher who realizes the importance of language development work but is not too certain about how to go about encouraging such work and assessing pupils' progress.

The notes also include suggestions regarding related materials and suitable books. The Unit 2 (Story-telling) notes are particularly good and could well be used with initial training students or as discussion material with probationers. The illustration for the Street Game (Unit 3), in particular, has a lovely lot of detail and is fun to use. Much of the material reflects a multicultural society and goes down well with pupils used to the constant stimulation of television.

The work in Unit 3, originally called Enquiry, and now named "Enquire and Eliminate", would seem particularly useful as preparatory work for projects with its emphasis on giving pupils practice in asking relevant and effective questions and in making appropriate conclusions from the answers obtained.

Two cards from Unit 2.

The Glenda Jackson Story Book.
Edited by Nicolas Wright.
Sidgwick & Jackson £2.95.
283 98201 2.

Hard on the heels of her Argo record of the same title (*TES*, August 20), comes an attractive little book which describes itself as "children's favourite stories".

Some of them are well known stories of the "Once upon a time..." variety, and include *The Emperor's New Clothes*, *Goldilocks and the Three Bears* and one of the longest, *Snow White and the Seven Dwarfs*. Less obvious inclusions are *The Story of Joseph* (the one with the twelve sons) and *The Wisdom of Solomon*. They are written in an easy, pleasant manner, with short concise sentences and an avoidance of clumsy or complicated words.

Although it is attractively produced, the book has a strangely archaic feel to it, probably largely to the finely detailed but dated drawings by Jan Mitchener.

Colin Bowes

Alert to the need for help

SPAR (Spelling and Reading) Tests
By D. Young. Specimen Set £0.85. Tests 50p for 20. Manual £0.75. Hodder & Stoughton. ISBN 0 340 20266 1.

Salford Sentence Reading Test. By G. E. Bookbinder. £0.95 for three forms. Manual £0.60. Hodder & Stoughton. 0 340 21024 9.

The Young Reading Comprehension Test has been gaining ground over the past decade as a useful, easily given group test for the monitoring of reading progress in the primary school or for the grouping of pupils of similar abilities. It does, however, tend to present a "ceiling" for the better readers and although suitable in content for less able readers in the secondary school, it only goes up to thirteen.

There has been a demand for some time for more easily given secondary reading test than the NFER tests and the new SPAR tests would seem to answer this demand. These reading tests follow the same format and content as the Young test (picture word matching, sentence completion, timed at 13 minutes) and the marking templates for the Young test can also be used for the two forms A and B of the SPAR reading test. The SPAR tests can also be used with pupils up to 15.11.

The SPAR spelling tests (again another area of frequent demand for easier, move up to date assessment) provide a means of alerting the teacher to the need for remedial help. From two item banks, each of 150 words, ten parallel spelling tests can be constructed without overlap in content and a far larger number with partial overlap.

Raw scores on both the spelling and reading tests can be converted to attainment ages and quotients. These are provided in the manual which also gives details on the construction and standardization of the two types of test. The SPAR tests are to be recommended as a means of following the literacy progress of primary pupils or older, less able pupils in the secondary school.

Another fairly popular form of reading assessment is the individually given test where a pupil is asked to read aloud a series of graded sentences or passages. The Holborn Sentence Reading Test is such an example and has been in use in schools for a number of years. The new Salford Sentence Reading Test is similar to Holborn but has the advantages of parallel forms. The Salford consists of 12 progressively more complex sentences (based on factors of word and sentence length rather than linguistic complexity). The child reads these sentences aloud to the tester until six errors have been made. Self corrections are permitted, prompts are made after six or seven seconds and recorded as errors. No other information is given on the importance of different types of reading error or "miscues".

Raw scores can be converted into reading ages or percentile rankings and the test is suitable for the age range six to 12. The manual contains the percentile rankings and details regarding the standardization procedure adopted. The tests are printed clearly on card in type of decreasing size, and they can be given easily and quickly, although continual use will make the teacher question the similar weighting which has to be given to substituting "a" for "the" and not being able to read "affairs".

The house that man built

by Carol Painter

...rk with Language series
...men and Men
Sandra Harris and Ken Morgan
...ward Arnold £4.75.

...men and Men is a project ...igned to stimulate the examina... and discussion of the roles of ... sexes from a sociological, his...ical and literary point of view. ...is intended for the whole second... age-range, and for pupils of all ...tilities. The source material is ...ied and may be used in isola... or as a basis for further inves...gation of cultural attitudes on this ...ic.

"As we've changed roles I should be getting that I'd"

The project is on sheets of A4 ...e paper. The packs are arranged ... multiples of six for group work. ...he sheets are flimsy and it is ...likely that they would survive ...ugh handling, or even constant ...e. There is a lot of writing, mostly ... small print, and a fairly high ...vel of interest and intelligence ...ould be necessary to overcome ...e effect of this rather unattractive ...ethod of presentation.

The topics covered in the project ...e wide-ranging but seem to ...sume a middle-class background ...d a fairly wide reading experience on the part of the pupil. The teacher's notes suggest that the class may be asked to compare the examples of adult fiction given in the project with the "serious" short fiction of "such writers as D. H. Lawrence, Katherine Mansfield, H. E. Bates, Susan Hill, Ernest Hemingway".

Less rigorous alternatives are offered—comparisons with films, comics and magazines, for example, but there seems to be little point in asking a pupil who reads comics exclusively to compare an extract from a comic with his own reading. This section seems to assume a fairly literate and intelligent child who can compare more sophisticated literature with the crudities of popular magazines and novels.

The project was used with a class doing a sixth form general course on women in society. The teacher found some difficulty in using isolated extracts from sources with which she was not acquainted.

While the variety of sources does add interest and scope it presents specialist teachers with the problem that they may be misrepresenting the whole if they have not read the complete work. From a sociological point of view pupils would have liked to know the sources of all the material, but these are not written on all the extracts.

One or two of the extracts were exceptionally stimulating. The YG sheet, which suggests criteria by which sex could be judged as a "genuine occupational qualification" and an extract from a sociological survey of driving habits, provoked quite a lot of discussion. The extracts from the Bible, showing how Christianity reflects or initiates the male/female problem, led to a good discussion on the effect of religion.

The project is, perhaps, too wide to provide a satisfying experience for either teachers or pupils. It touches on many important and interesting aspects of the roles of men and women in society, but does not really come to grips with any of them. The necessity for careful selection by the teacher makes the project time consuming and teachers may feel, in view of the work involved, that much of the material is quite easily available in a more attractive and relevant form.

A further problem of selection is created by the fact that some of the programmes range from sub-CSE to academic sixth-form standard. Mixed ability groups are rarely this varied, and the general middle class ethos would appear to weigh it in favour of the sixth form, but without providing a satisfying academic experience.

There is a great amount of material to be assimilated by the pupils before discussion can start, and this would clearly present problems to a low ability group.

A heroic endeavour to accommodate all tastes may succeed in pleasing none.

Illustrations from "Women and Men".

Five poisonous mushrooms are shown in full colour on a new wallchart from Sterling Health Products. One or two look quite attractive but the warnings are explicit and promise a range of unpleasant results if the mushrooms are eaten. To obtain a free wallchart, send an sp stamp to Dept AH, Sterling Health Products, Surbiton, Surrey.

Ofrex Limited, part of the Ofrex Group, have opened a new showroom where all their products will be on display. The range includes pens, notebooks, staplers and general stationery while other firms in the group make spirit duplicators and supply materials for stencil duplicating.

Although Ofrex products are mainly intended for offices, a great many of them are used in schools and the firm gives educational discount.

The new showroom is on the ground floor of Ofrex House, Stephen Street, London W1A 1EA.

Field studies in Golant

by Jim Anthony

Golant
Filmstrip no C6967.
Educational Productions Ltd, in collaboration with the Youth Hostels Association. £3.00 or £3.40 plus VAT.

Field study centres are as varied as the land of Britain itself. In the last few years the trend has been towards more serious treatment of field studies; bucket-and-spade jaunts have been replaced by thoroughly prepared, researched and organized environmental studies even for the younger middle school child.

Schools and stately homes, converted hotels and youth hostels are all pressed into service to meet the need for large residential centres well enough equipped to house school and student parties for a week or two.

The Youth Hostels Association, for many years the mainstay of the young traveller with not much to spend, is now developing its field study hostels.

Educational Productions, in collaboration with the YHA, are offering a series of filmstrips concentrating on the areas round these study hostels. Golant is in the Fowey estuary, and the filmstrip shows in 38 frames an excellent cross-section of the locations of interest in the area, each one of which is conveniently grid-referenced in the accompanying teacher's notebook, which gives about half a page of useful notes on each frame. The filmstrip is flexible enough for the teacher to be able to adapt it to any work scheme he has in mind for this area of Cornwall.

Extra ideas can be found in the themes section of the teacher's notes. There is plenty to choose from—ranging from the physical geography, geology, quarries and mines, to land use, tourism, flora and fauna and the historical background of the area.

The filmstrip is up to EP's usual good standards, and includes a couple of locating maps in the early frames.

Wildlife and flower arranging

Gerard Holdsworth Productions and British Transport Films are to offer selected items this autumn from each other's film catalogues in conjunction with their own titles.

Six titles have been brought together in the package. The British Transport films are *Between the Tides*, a film showing the diverse and colourful marine life of shoreline and rockpool; *Journey into Spring*, which records the renewal of activity in plant and animal life in Gilbert White's parish of Selbourne, with a commentary by Laurie Lee; and *Wild Highlands*, a survey of wildlife in Argyll.

The Gerard Holdsworth films are on flower arranging, drying and preserving plant material, and preserving flowers and plants.

Inquiries to Transport and Travel Film Library, Melbury House, Melbury Terrace, London NW1 6LP; or Gerard Holdsworth Productions, 31 Palace Street, London SW1.

over 1400 films
... to suit all tastes and interests:
• Agriculture & Farming • Careers • Civil Engineering, Construction & Architecture • Commerce & Business • Domestic Science • Electrical & Electronics • Engineering, Industry & Mining • Films for Children • First Aid & Accident Prevention • Geography & History • Household Equipment & Furniture • International Relations • Manufacturing Methods • Mechanical Handling • Medical & Health Education • Motoring & Motorcycling • Natural History • Recreation • Social Studies • Sport • Transport • Travel & Places of Interest

Send £1.60 today for your 208pp Catalogue which gives full details of these 16mm films, the majority of which are available on free loan.

No projector? Don't worry, we can arrange that too!
Tick the box on the coupon for a quotation.

GUILD SOUND & VISION LTD
Woodston House, Oundle Road, Peterborough PE2 9PZ.
Tel: Peterborough (0733) 63122

Please send me ... copy/ies of your Sponsored Film Catalogue (£1.60 inc. p&p each). I am enclosing my cheque/p.o. for £
☐ Tick for projection quotation.
Name:
Organisation:
Address:
8/14/76

THE LOW COST LIGHT WEIGHT PANEL DISPLAY SYSTEM

Rapid-Ex—a flexible hook-together display system ideally suited to schools for space divisions, notice or pin-boards, or exhibitions and displays. Bright colour hessian-finished panels are light enough to be easily handled by staff yet strong enough to stand up to school life.

The attractive aluminium upright supports which can also support shelves, enable panels to be positioned at any angle to each other—a display can change shape instantly or can be fitted into that awkward corner in the classroom.

RAPID-EX
THE BIG PANEL SYSTEM
S.D. Systems Ltd.
375 Bath Road, Slough, Berks. Tel.: Burnham 5101

ep new catalogue
– an enormous range of filmstrips, slide sets, tapes, wallcharts and study kits on virtually all subjects – all in our new catalogue.
Your school should have a copy but if you want a further one for yourself or your department note your name and address in the margin and send it to:-
ep Educational Productions Limited, Bradford Road, East Ardsley, Wakefield, West Yorkshire WF3 2JN

2" x 2" COLOUR SLIDES
Thousands of slide sets for sale ALL approx 30% OFF List Prices. Subjects: Religious, Space, History, Travel. Request List TE-2.

35mm FILMSTRIPS
Clearance stock of 10,000 Brand New Colour and B/W 35mm Filmstrips. All 95p and 50p each. Most subjects covered. Request List TE-35.

TAPE CASSETTES
Plain and Recorded Tape Cassettes. Also Reel to Reel Tapes. Enormous discounts. Request List TET.

THE CLEAR VUE PROJECTION COMPANY
32 Stroud Green Road
London N4
'WE SUPPLY A THOUSAND SCHOOLS'

YORK
Whether you are coming for the day or for longer, get the most from your visit with audio-visual materials which have been prepared for school/college visits to York and its main interest points.
Write for free descriptive brochure to:—
Henrne + Jobson
PO Box 52, York YO3 8FP.

FOR COMPLETE COVERAGE OF HIGHER EDUCATION READ
THE TIMES
Higher Education Supplement
On Sale at newsagents every Friday.

Ideas, argument, experiences, research

TALKBACK

Picking a team for Tameside/Further doubts about Bennett research/Ealing teacher on English Language Reception Centres

Another Olympics

Robert M. Povey

Chairman: We have to name our team by the end of next week. It would be possible to allow some flexibility in our selection procedure but nothing much would be gained by this. It would only cause uncertainty. Any errors can be corrected in time for the next Olympics.

Committee member: But athletes who might win a place in this Olympics might have lost heart or dropped out of training by the time the next Olympics comes round.

Chairman: Well, that would be their fault and their loss.

Committee member: And possibly the nation's?

Chairman: A hypothetical situation. We don't deal in hypothetical situations. I think we have had enough idle chat now. We really must get down to business. You have the athletes' records, secretary?

Secretary: Yes, we have the records of most of the athletes as produced by their club officials from reports by their coaches.

Chairman: Good enough.

Committee member: But what about those clubs that have not sent their athletes' records?

Chairman: Well, if they're not sufficiently interested to produce their athletes' records that's hardly our fault. And anyway errors can be corrected later. We put on one side first all those athletes who are clearly of Olympic potential.

Committee member: What criteria are we to adopt in our deliberations, chairman?

Chairman: I don't think we want to get side-tracked, do we? I think, in a sense, the criteria we are adopting will become perfectly clear as we progress. The first case, for example, is clearly an Olympic candidate. His club chairman writes that he is one of the "outstanding performers" in Little Piddling Athletic Club.

Secretary: I do note, however, chairman, that this club has no less than 25 outstanding athletes on the basis of the officials' recommendations out of a membership of 50.

Chairman: Quite so. A most encouraging state of affairs.

Committee member: I wonder though whether the secretary has any objective stopwatch times for these athletes, chairman? This would give us a little extra information to go on.

Secretary: Yes, we have one or two unconfirmed times recorded by the athletes' coaches (possibly with wind assistance).

Chairman: Well, they'll do for the present, pending the introduction perhaps at some later date of a new one-day competitive trial system.

Committee member: With regard to the new one-day competitive trial system, chairman, I believe that this has already been tried in some areas. I am reliably informed by athletes in Ian Thompson country that this system is certainly not foolproof.

Chairman: This may be so, but it distracts from the task in hand. May I remind members that we are here to select an Olympic team by the end of next week. We must press on.

Secretary: I have just been looking through the records, chairman, and I have discovered a name which appears to have no dates of Olympic standard—it is according to the club official. They do not recommend any athletes as having Olympic potential even though the recorded performances in club athletics would have been very good. What suggestions would you suggest in those cases?

Chairman: Well, we'll have to go on our own judgments on all of the evidence in the round. How many places have we left?

Secretary: Several are still unfilled.

Chairman: In that case we can probably afford to allow a few athletes through in those events where places are still available. But we only want athletes who perform well in those events which are clearly of Olympic importance, not in peripheral events. It's medal potential we're after.

Committee member: Might I suggest, chairman, that it could be helpful if we were occasionally to see some of the athletes' coaches personally?

Chairman: I'm afraid this would not be administratively feasible at present. We have the rules. We have a job to do. We must complete it. Errors can be remedied later.

Young hopefuls awaiting selection in Tameside

Robert M. Povey is principal lecturer in education, Christ Church College, Canterbury.

More equal after all?

R. Sumner and M. Cresswell

Those who have followed the discussion of Dr Bennett's research will know that Table C1 in *Teaching Styles and Pupil Progress* has been acknowledged to be inaccurate (tables in the text and those relating to the residual gains are apparently correct).

But whatever the minor inaccuracies, the table gives one result which has so far been ignored. This is the remarkable rise in mean standardized scores obtained under all teaching styles and in all three basic subjects. The majority of the 900-odd children in the study achieved gains well in excess of those anticipated from the test standardizations.

For the maths test, for example, a score of 97 at age 10.03 (presumably the mean age of the pre-test sample) would be awarded for 17 out of 46 questions correct. If the children made the same progress as the NFER standardization sample (10,000 children in 1956) then one year later at age 11.03 they would answer 23 questions correctly and so obtain a standardized score of 97 again. (The purpose of the standardized score is to allow for gains attributable to the passage of time.)

In the Lancaster research the informal group are said to have averaged 97.2 at pre-test and to have scored 101.8 on re-testing one year later (table C1). This corresponds to 28 questions being answered correctly, and in age equivalents (incidentally, not units we favour) this gain represents 21 months progress during 12 months of schooling.

The figures for the other teaching style are from 102.2 to 108.5 (formal), a gain of 22 to 23 months, and from 95.6 to 98.1 (mixed), a gain of 17 months. (We have extrapolated the conversion table and interpolated age equivalents against fractions of standardized score; hence, we have risked some assumptions, but stuck to the arithmetic.) Similar large gains are reported for English and reading.

For mathematics again, the residual gains of "four or five months differential progress" may now be put into a clearer perspective. Those differences must be seen against a baseline of nearly two years national progress in attainment. Perhaps the attainment of children whose progress is in line with the test standardization would show differential effects due to teaching styles, but would these not be proportionally reduced from four to five months in 24, to about two-and-a-half months in 12?

An enquiry with matched controls might clear up this point. It can be said, however, that the Lancaster sample appears to be unrepresentative of the population at large in terms of progress during the school year in question.

One reason for these unexpected rises may be the presence in the sample of schools taking the 11-plus. (The differences between 11-plus and non 11-plus schools are detailed in the book and summarized on page 102: "The presence of a selective examination at the age of 11 is related to superior progress particularly in reading and most noticeably in informal classrooms." However, the proportion of schools taking the 11-plus was not kept constant between teaching styles; there were five 11-plus and seven non 11-plus schools in the formal and mixed groups, but only three 11-plus (10 non 11-plus) schools in the informal group.

Since the differences in attainment in English and reading between 11-plus and non 11-plus informal schools are so great, an imbalance in the samples will have a considerable influence on the mean overall gains reported for the schools. Assuming that the 11-plus effect is common too, and evenly distributed between the schools involved, then the results from the informal schools can be weighted according to the proportions of 11-plus and non 11-plus schools in the formal and mixed samples. Doing this reduces the overall lag in English progress by half, and transforms the lag in reading progress to a small overall gain. (The lag in mathematics is only slightly reduced.)

Alternatively, comparing like with like, shows that in selective systems informal teaching gives the largest gains for English and reading (though not for mathematics); in non-selective systems formal teaching styles give the largest gains. These interpretations are, like Dr Bennett's, based on only three informal schools, but their results "accord with experience" (page 101).

The 11-plus effects strongly suggest that the results are attributable to "test sophistication". Other studies in a range of contexts have shown considerable differences between groups that are accustomed to testing and those that are not and the teacher typologies included practice in testing. Type 1s apparently eschew assessment "in all its forms" whereas type 12s are "above average in all assessment procedures". The reader will find that the concluding discussion in Dr Bennett's report can be read quite intelligibly with the substitution of "test familiarization" for formal and mixed styles of teaching, and the converse for informal style.

A glance at the covariance analysis table (C2, C3, C4) shows the most significant finding of all. Previous attainment has far more influence on pupil progress than the teaching styles adopted for the analysis ("...in each attainment area the effect of teaching style is highly significant, although the effect of initial level of achievement is most powerful"—page 81). In other words, a child's progress is far more dependent upon his given learning than his current teacher's style of teaching. However, we do not decry Michael Armstrong's response to the Lancaster "challenge" (*TES* June 25, 1976): we especially endorse his remarks about broadening and increasing the relevance to learning of the assessment and feedback techniques employed by teachers and schools.

Before following the example of your "informed critics" (*TES* June 4, 1976) and accepting the findings as interpreted in the report, it will be necessary to identify some other reasons for differential progress of this kind. The difficulties involved with this kind of work should not be underestimated, but we feel that the most significant effect is likely to be the one teachers make of assessment techniques.

The pedagogical point is obvious: pupils who are assessed regularly come to know the criteria by which their achievements are judged. Clearly, it is a good thing for pupils to know what they are doing when they are doing it; the corollary that to teach is also to assess, whether formally or informally.

R. Sumner is principal research officer, M. Cresswell is assistant research officer, Guidance and Assessment Services, National Foundation for Educational Research.

In defence of dispersal

Ranjana Malhotra

Recently the Race Relations Board published its judgment on the London Borough of Ealing's system of busing as one of racial discrimination. These are my views on the aims and achievements of the English Language reception classes and centres, which provide the basis for the education of dispersed children.

There is an immediate need for children to learn English as soon as they come to school. Children who go to a normal class will only pick up an approximation to standard English (pidgin English), and will be unable to express themselves in new situations. They can best learn a second language from a second-language-trained teacher. This is best done in a small group, where there is a more personal relationship between teacher and pupil, and the teacher has time to talk to individuals.

The English language reception classes give stability and confidence to children. They see that there are others like them who can only speak their own language. They do not feel embarrassed about their language and culture.

When children arrive at school at the age of five in a normal class, teachers cannot find time to teach a new language as well as other basic skills and concepts. (I have discussed this question with all my colleagues in the first school in the ELRC pupils learn the language successfully and are pushed academically, because of the specialist knowledge of the teacher, special materials, small numbers and the help of the full-time welfare assistant.

Though busing has its disadvantages, it has its good points as well. It has so far prevented the existence of all white and all black schools, which would lead to a state of segregation where the host and immigrant communities would never get the opportunity to understand each other. The policy of dispersal leads to tolerance and acceptance on the part of the native locality. The children get to know each other, and find they are all the same underneath their skins.

Schools in schools are usually staffed by committed teachers who talk about and perhaps celebrate in the school the festivals of minority groups, so that children learn about each other's cultures.

Given the chance of transferring their children to a Southall school only two in my class accepted and of these two the parent of one changed his mind, though she asked for it to be considered.

Our centre, and the other classes in which I have taught, work well—that is I feel they fully justify Ealing Education Committee's remarkable step in making special provision of this kind. It goes a long way towards solving the educational difficulties faced by Asian families in this country.

Ranjana Malhotra is teacher in charge, Selborne First School Language Centre, Ealing.

EXTRA

Aspects of English

Contents

An uncertain status: English as a subject in FE 36
Follow-up work to television programmes 36
The new AEB Communications Studies course 37
The origins and history of the English language as the basis for secondary English 37
Beginning readers: an evaluation of the 'First reading and writing book' 38
The ACE Language and Reading Course 38
The aims and work of the ILEA English Centre 39
Guidelines to ease the teaching of Shakespeare 40
Universal themes in the teaching of literacy and literature 42
What is poetry? 43
The Hampden Group: an approach to second language teaching 44
Nothing but the best—a place for the classics 44
Mixed-ability English at the City University, New York 45
Book reviews 46

Goodbye, grammar

But has anything of real importance been lost in the course of this fundamental change of direction? asks Colin Peacock

At the beginning of my teaching career in the early sixties, I was required to teach formal English grammar to all my pupils, aged 11 to 16, beginning with parts of speech in Year One and ending with fully explicit clause analysis at Ordinary level. This requirement came about partly because of the O level syllabus then in force, but also because of the policy of the grammar school English department. I was working in at the time, a policy then widely endorsed in schools, but under fierce attack from a variety of sources.

The battle today seems virtually over. On how many blackboards, I wonder, will you now find examples of clause analysis (in boxes or in columns)? In how many jotters will there be exercises which distinguish between transitive and intransitive verbs, active and passive voices, and adjectival phrases and clauses. Indeed, most of the students I am now helping to train as future teachers of English stare in blank or amused incomprehension at the mention of such archaic terminology.

But has anything of real importance been lost in the course of this fundamental change of direction? Informal discussion with parents and teachers of subjects other than English seems to indicate that something has.

Perhaps I should make clear from the beginning that I am using the word "grammar" to mean the analysis of the structure of language, not as a blanket term (as is often the case) to denote spelling, punctuation, and exercises generally, and also that this article is not to be a plea for a swing of the educational pendulum back to a better world.

I do, however, admit that at first I enjoyed teaching traditional grammar. With a strong Latin background, I had no problems with the concepts, and the subject was encouragingly clear-cut, easy to prepare, and offered plenty of scope for a teacher-dominated, rule-example-rule approach to teaching which seems so unfashionable at the present time. In fact, I suspect many young teachers of English today would be amazed how refreshingly clear and concrete it all was, compared with present thematic and resource-based approaches—clear and concrete, that is, to the teacher.

Here, of course, was one of the principal snags. I, for one, realized fairly quickly that we all appeared to be wasting our time. Most pupils found the subject at best difficult to understand; at worst it seemed no more than a meaningless mumbo-jumbo. At that time, too, we were on the crest of the "relevance" movement in English teaching. What possible "relevance", it was argued, could subordinate clauses have to the growing urban teenager?

Moreover, although there was much talk about the importance of "teaching" English grammar, the realization soon dawned that this seemed quite pointless. Virtually all children had "learnt" the basic rules intuitively before starting primary school, and by the time they had reached secondary school their operational knowledge of the language was fairly sophisticated.

There was no evidence at all to suggest that the teaching of English grammar improved in any way a child's ability to actually use the language in speech and writing, quite the opposite, indeed. Andrew Wilkinson, for example, in *The Foundations of Language* (OUP 1971), summarizes "massive research" since 1903 which seems to show conclusively that the teaching of formal grammar has no beneficial effect on the development of pupils' speech and writing. So, pupils found the old-style grammar difficult, boring and "irrelevant", and teachers had lost faith in the subject's academic credibility and its effectiveness in improving language skills. Clearly, there is not much to lament here. These seem to me, at any rate, persuasive reasons for the permanent extinction of its life in schools.

Moreover, teachers now possess a linguistic resource book in *Language in Use* (Doughty, Thornton and Pearce, Schools Council/Edward Arnold 1971) which is academically respectable and presents its analysis of the way English is actually used in a reasonably interesting and stimulating format. We have yet to know, of course, whether its use in schools will produce a marked improvement in children's linguistic competence; indeed, it would be interesting to know to what extent it is being used in schools at all and whether this use constitutes a planned and coherent part of the pupils' experience of what is timetabled as "English".

However, this is not the issue I wish to take up here. What is interesting, I think, is that most discussion about teaching grammar, or introducing "language study" seems to centre around the question of whether or not it will improve children's language skills. I would like to suggest here that what is more important, perhaps crucial, is not the effect grammar teaching or language study has on the way pupils speak or write, but the effect it has on the way they think.

This is not a new idea. The textbooks of the elementary schools at the turn of the century, with their grammar and parsing exercises, took for granted that an aim of such work was to teach logical thinking, just as my Latin teacher assumed that logical thought was one of the clear benefits of a classical education.

However, in recent years the matter seems to have been largely overlooked or dismissed, and the Piagetian framework that is now widely accepted by teachers seems to suggest a natural development in pupils' thinking, with the stage of formal operations, or logical thinking, being reached as part of a process of natural growth in late adolescence. But there can be no natural human development unaffected by environment; the environment the individual experiences must affect in some way his cognitive development, and one hopes, though at times despairingly, that the school environment will be at least of some importance.

Is the teaching of grammar, then, or, more accurately, the sensitizing of the individual to the forms, structures and uses of his own language, likely to have a profound effect on his cognitive de-

continued on page 36

Ideas in Action 3

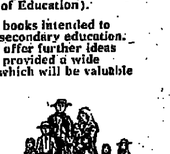
Peter Thomson, Professor of Drama, University of Exeter; and Clive Goodhead, East Sussex County Council (formerly Lecturer in Drama, Hereford College of Education).

Ideas in Action consists of five drama books intended to provide material for the five years of secondary education. The nine projects in Ideas in Action 3 offer further ideas for creative drama. The authors have provided a wide variety of stimuli and a fund of ideas which will be valuable to even the most resourceful teacher.

95p 0 340 17735 X
Already available

Ideas in Action 1
Patricia Yates and Robert Hornby
65p 0 340 17888 4

Ideas in Action 2
Patricia Yates and Robert Hornby
85p 0 340 17889 2



Poetry Workshop

Michael G. Benton, Lecturer, School of Education, University of Southampton; and Peter Benton, Lecturer, Department of Education, University of Oxford.

Poetry Workshop is a source book of ideas and materials for work in English with pupils between the ages of thirteen and sixteen. It is deliberately "activities-based", opening up through its eleven workshops a widely varied English programme of discussion, drama, projects, creative and critical writing.
£1.45 0 340 16401 5

Touchstones

A Five-Volume Teaching Anthology of Poetry
M. G. Benton and P. Benton

This highly successful anthology is unique in that it provides both a selection of poems and also considerable space for the discussion and writing of poetry.

Volume 1
2nd Edition
Paperback 95p 0 340 20777 9

Volume 2
2nd Edition
£1.35 0 340 06984 3

Volume 3
Paperback £1.25 0 340 20778 7

Volume 4
£1.25 0 340 05233 3

Volume 5
£1.45 0 340 05234 1

Teachers are invited to write for inspection copies on approval

Hodder & Stoughton

Dept E1236, PO Box 702, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD

An uncertain status

English as an FE subject offers a bewildering variety of options—or compulsions.
By Ronald Broadfield

To profess "English" as a "subject" one can Teach is to commit oneself to a bewildering variety of options—or compulsions. "English" is not only protean, it also functions within institutions as something less than and more than, a "subject", as a medium for other subjects or as an ancillary to other subjects—like economics, or activities—like the secretarial. The teacher of English may have no competence in the area of these disciplines or activities, yet they may provide such motivation as his students have, and to teach English for itself alone in such circumstances can end in something very boring and drill-like.

English text books in institutions like technical and commercial colleges often well-meaningfully offer sheets of chatty material which may activate certain reflexes (drugs, sport, television and the like), but don't create new areas of awareness in the student. Reflecting the uncertain status of "English" as a "subject", such institutions are inclined to regard "English books" as fuddy-duddy things in any case. A chemical shredding of old *Guardians* and colour supplements is liable to result, accompanied by a frantic rush to the photocopier. (Too often the photocopier is kaput, and an even fiercer attempt is made on the monstrous regiment of woman (sic) who does the stencil cartoons).

Such, such are the joys unless you can live with yourself as you repeat lesson after lesson on things like "the comma", lifting your head occasionally from the yellowing notes to peer through trifocals at the police cadets who look younger every year. Unfortunately, such is the class-contact commitment of the teacher in further education that unless you skimp things you will certainly go mad; and if you do skimp things your conscience will ensure that it just is not worth doing. This, in these particular contexts, is the Catch-22 of English teaching.

If, as I have suggested, English teaching is particularly difficult because it immediately opens up on the human world in ways that may easily make questions of "relevance" and "structuring" much more difficult matters than they are in other "subjects". Yet it is better to accept that this is in the nature of the subject than to attempt to force English teaching into moulds suggested by the so-called exacter sciences. The multiple choice O level comprehension is an intolerable attack on the English teacher's function, setting up highly inappropriate controls over what goes on in the classroom. Yet that is not the only examination which has the wrong kind of rigour, and has the power to kill off any real living interest in the subject.

Some parts of the old Cambridge Certificate for Foreigners were like that. The new one is worse. Besides, preparing for such an exam means trying to turn yourself into some kind of teaching machine. Little time is left for talking to the students and making them talk in a way that leads them towards using English in "normal" ways. In theory there should be, but it hardly ever works out like that. A summer school in which the requirements may be vaguer but in which one can get down to the business of guiding the student into self-expression, can accomplish a lot more.

We have in some sense in English teaching to act as if T. S. Eliot's counsel of despair about criticism could not be true of English teaching—"the only method is to be very intelligent". For example, hand-outs to back up the seminar discussion which is free-ranging enough to be difficult to take notes on may seem to be a good idea in itself, yet unless these are put together in such a way as to complement the other ways in which the student's interest is evoked, one can find oneself wasting a good deal of one's time. I have in mind the teaching of literature even at apparently "advanced" levels where there is a tendency to overrule the ability of the student to take what's on offer directly from the text or your following-through of your own thought, often developed over years.

This results in a good deal of pointless moaning about the poor quality of the students and the projection of yet another facile myth of decadence, when, in fact, one has only oneself to blame for not being more imaginative.

In teaching literature the development of the student's own thoughts and expression are vital, and good teaching might not take the form of a kind of self-denying ordinance in which the teacher forgoes his inalienable right to talk the hind leg off a donkey. Freud once told Wilhelm Reich never to read a prepared lecture, as it was like trying to drive a train at full speed while would-be passengers ran along behind. Yet if the formal lecture is not usually quite right woe betide the teacher who encourages "contributions" of any quality—the better student will not thank you. I have in mind the kind of "non-utilitarian" course at literary institutes where the students, being more or less human, may well seize opportunities offered by alleged difficulties in obtaining books to do no work whatsoever. It is not unknown, of course, for the teacher to recommend something he subsequently finds he cannot get at himself, but happy the English teacher whose main difficulty lies in the availability of materials.

continued from page 35

velopment, or none at all? What Vygotsky had to say on the subject (*Thought and Language*, MIT Press 1962), is, I believe, of great interest:

> Grammar is a subject which seems to be of little practical use. Unlike other school subjects, it does not give the child new skills. He consciously and declines before he enters school. The opinion has even been voiced that school instruction in grammar could be dispensed with. We can only reply that our analysis clearly showed the study of grammar to be of paramount importance for the mental development of the child . . . (p 100).

Vygotsky emphasizes in his book the importance of "consciousness", our awareness of the activity of our own minds, what he calls "the consciousness of being conscious" (page 91), and maintains that school instruction should play a decisive role in making the child aware of his own mental processes. He argues that the teacher should not be content with waiting for a pupil's inborn potential to unfold; the most effective kind of instruction is that which marches ahead of development (though obviously not too far ahead) and leads it.

Perhaps, then, an important and neglected aim of English teaching should be to make children aware of the structure of their own language, as this awareness (or "reflexiveness" and "reflexivity" as it is sometimes called) is an important, perhaps vital influence on the development of abstract, logical thinking. As Vygotsky points out, there is a world of difference between possessing the knowledge to produce language in fluent and complex utterances, and being able to reflect on the structures you are producing and describe them.

This, surely, is where the strength of *Language in Use* lies—it gives teachers a rational and coherent framework which enables them to give insights into the nature of language and the ways in which it is used, thereby fostering cognitive growth. If anything of value has been lost as a result of the disappearance of formal grammar teaching in the English curriculum, it is this aspect that I believe, the development of reflexiveness, which gives most cause for concern.

Colin Peacock is a lecturer in the department of education at Stirling University.

A scene from the new version of ATV's "Starting Out" series. To be transmitted on Wednesday and Friday mornings throughout the autumn term.

Talking about TV

By Graham Sellors, education officer, ATV

I spend a lot of time watching follow-up work to television programmes. The common feature of most of this work is talk—teacher talk, pupil talk, pupil-teacher talk. So I have spent a lot of time in classrooms listening to people talking.

Most teachers I have seen ask questions at the close of the broadcast and most of these questions demand factual recall. Almost always they are tests rather than questions as the teachers already know the answers.

Many of the teachers thoroughly prepare the rest of the follow-up work they plan but few seem to think about the questions they are going to ask (unless they are written down on worksheets) or even consider whether asking questions is the best way of encouraging an oral response to a programme.

Everyone talks about television. I do, people in pubs, on buses, in staffrooms, in launderettes, in shops and in offices do. So too do children in school and, contrary to popular belief, the schools programme they watch is good enough they will be just as likely to talk about it as about the bionic man—well almost!

Whether this talk is best developed by teachers' questions or by other means is open to debate. There is no doubt though that teachers, advisers and education officers of broadcasting companies should spend more time considering different kinds of questions and questioning and exploring other ways of facilitating children's talk.

I recently came across the Barrett taxonomy of categories of reading comprehension questions. This taxonomy can quite easily be adapted to fit oral questions about a television programme. The categories of questions begin with those demanding simply recall and progress through reorganization, inference, and evaluation to appreciation. It is a useful exercise (for education officers as well as teachers) to note the questions you would ask about a programme you have just seen and then to check them against Barrett's categories. The most frequent outcome is that at first most of the questions fall into the low order literal recall dimension, but this changes as people become more aware of the categories of questions available.

There is no doubt that there are lots of other ways of encouraging people to think about asking questions if that is what they intend doing but often I have seen children talking a lot after a television programme without the probe of teachers' questions. After an *Exploration Man* programme about how an archaeologist works a class of junior school children in Leicestershire persuaded their head to let them try things for themselves. They tried to build huts, store grain and fire pots in ways similar to those used by Iron Age man.

Each group kept notes of its progress and difficulties and reported back to the whole class. The children were responsible for deciding what they were going to do and how they were going to do it. They had to decide what to do when the huts collapsed, when the pots cracked and when the stolen grain sprouted roots and began to grow.

All this happened before Joe Tough's *Focus on Meaning* or before Bullock, but the head intuitively given his children the opportunity to use talk to collaborate, to predict, to see cause and dependent relationships, to explain how and why things happen, to reflect upon feelings and to anticipate problems and possible solutions.

There are teachers who believe that children should pay close attention to the television screen. There are others whose attitude does not prohibit oral responses during the programme. It seems to me that a reasonable amount of comment from children during a programme enhances the situation. It also seems that if the programme is good the amount of comment remains reasonable.

I sat with a group of 15-year-old girls while they watched an episode of *Starting Out*, a person relationships serial. They constantly commented on the action and voiced their identification with the characters. At the same time the group had an overall discipline which meant that the remarks never drew the attention away from the screen. They were a response to what was shown, not a distraction from it.

The ensuing talk about the situation, characters and issues raised was initiated by a student's remark at the end of the broadcast. None of the teacher's few questions was posed to find out how much a person knew. They were supportive and helped the girls to clearer explanations of their views and feelings. Most of the questions came from and were answered by the students.

There was a lot of affection for the group. Everyone seemed to feel safe and was willing to risk thoughts and feelings. The presence on the screen of characters of the viewers' own age group with hopes, fears, desires similar to theirs meant that they could, if necessary, talk about their own situation vicariously through the people in the story.

Neither of the series quoted in these examples would be found under the English section of the *ITV Annual Programme Booklet*. *Exploration Man* comes under Integrated Studies while *Starting Out* is labeled Personal Relationships/Careers Education.

We are at present looking for ways of cross-referencing programmes in our literature to make it easier for teachers to find useful material from outside the subject confines of their subject area or age group. English teachers particularly will find a lot of valuable material under other umbrellas as well as under their own.

Mike Torbe recently wrote: "Thinking of language development as something you can have a lesson on is wrong". It is also wrong to think of it as something you can have a television programme about. You can though have television programmes that make children want to talk. Once we have found these the big question is what we do with them.

The real uses of language

John Dixon on the new AEB Communication Studies course

Blue moons and new A level subjects in the arts must be about equally common, and when one arises it seems a portent. So I think all of us in English teaching need to cogitate on the rare and significant event that has taken place this year, the approval of a "Communication Studies" course at A level, put forward by the pioneering Associated Examining Board.

Undoubtedly the primary thrust comes from further education, where there is a renewed determination to take account of modern media and real uses of language. But I would be surprised if schools, and particularly the sixth form colleges, did not stop to look very carefully at this unexpected opportunity—and challenge. Certainly the news is that enquiries about the course are flooding in from all sectors, not simply from its originators in further education. That is not difficult to explain. More also is there encouragement for 16 to 19 year-olds to produce a lengthy ambitious project—a 4,000 word factual report on a "current situation, project, process or test", or a radio programme for studio production, or a guide to the working of an institution, or a television programme or film?

At one stroke, I believe, the AEB has extended the range of language to be assessed at A level far beyond the narrowing traditions of the three-hour paper. It has also broken through the exam question barrier in its proposals for a case study paper. However, it is the courses this new exam makes way for that are my main concern here. Both at A and lower levels it looks as though Communication may become a major area of common interest for schools and further education, especially for the increasing majority of students aged 16 to 19 who are going direct into work, not higher education. There are likely to be applications in sixth form general studies as well as in English at other levels, including Use of English.

Why *Communication*, not *English*? It is a reminder, I suppose, that while language is central, it is increasingly used alongside other methods of communication, especially visual. Modern media are spreading this process into unexpected quarters—think of the Open University. But there is a second reason for preferring Communication, especially in vocational courses, and that is the distrust of approaches to language that lock it up in English exercises.

By implication Communication courses should stress the need for some real audiences—not a teacher as marker—and for real tasks of informing, advising, reporting, persuading, and instructing. For young adults, this is the challenge they are going to meet—are meeting already—in life outside school or college; this is where success or failure in communication has real meaning, not a mark out of 10.

Just recently, too, the notion of communication has had a further application of profound importance in the further education world. In many colleges specialists in communication are meeting with colleagues in technical or business studies and planning courses. Lecturers from all departments are facing the question: how can we help students to cope with communicative demands, not only at work but those we produce in the college, as we try to increase their vocational and social competence?

The interesting thing is that the English 16-19 project is beginning to hear of similar working parties in schools and sixth form colleges. There the impetus seems to come from Bullock and its proposals for a language policy "across the curriculum". On both sides there had been a shock of recognition: the problems in communication 16-plus students start with are the product of the way we teachers talk, or write notes, and the reading we set, and conversely of our failures to give students the chance to talk and think their way into the specialist registers of language we use. It is a big problem that will not easily be solved, and it will hit schools and further education increasingly hard over the next decade as education beyond 16 becomes a majority demand.

Personally, though, I shall be disappointed if the thrust of communication studies stops there. Schools, in particular, are bound to ask the question: how is this new work going to relate to the traditional A level in English literature? No doubt there will be some very defensive noises, especially where people have empires to defend. But I have already met one group working on a new communication syllabus which finds it a stimulus to thinking about literature courses. They are teachers from schools and further education, convened by John Gardner of Leigh College, and commissioned by the Schools Council to produce an N and F syllabus. To judge from them, interaction between Communication Studies and English literature would be to the mutual benefit of teachers and students on both courses.

John Dixon is director of the Schools Council 16-19 English project.

How adequate will the English they learn in school be for the challenges outside?

Ancient and modern

Stuart Harris suggests a study of the history of English language

Since the discrediting of traditional grammar exercises there has been a tendency to assert that grammar, spelling and vocabulary will look after themselves if the student is sufficiently involved in his writing.

There has been a reluctance to study the language per se and to admit that the pursuit of excellence in written and spoken English is a laudable aim. I should like to redress the balance somewhat in favour of language study and suggest we begin with the following: "The extension of the student's vocabulary is a prime aim of language teaching, in order to improve the scope and style of his expression and to deepen his comprehension."

It is with this aim in mind that I have outlined a course for students in secondary schools. The content can be presented as the main course with two parallel courses which can be pursued most usefully in the 13-plus age group. I do not intend it to replace all other aspects of the syllabus, such as poetry, drama, reading and discussion, but to complement them.

I believe that a study of the history of English language can go some way to explaining the forms of modern English and help the student in language development. An understanding of the Danish and Norman contributions to Anglo-Saxon, and the continuing impetus given to the use of Greek and Latin in the church and in Renaissance scholarship, is central to a proper appreciation of modern English.

In this way the variety of synonyms can be put into socio-historical context. An etymological dictionary is essential for this.

Dialect and regional speech are also important to the history of English language. The teacher may draw on the linguistic habits of his students for material, but he can reinforce this with taped interviews with local people or tune in to his local radio station. Literature in dialect should also be used—D. H. Lawrence for the East Midlands, Thomas Hardy for Wessex and local folk-song.

In addition, a study of local place names gives fascinating clues to the pattern of Anglo-Saxon, Danish and Norman settlement and is useful for the general history of the language.

For those more capable of literary study, Chaucer can be used to investigate the Middle English adoption of French and Latin vocabulary, while a session listening to Nevill Coghill's reading of *The Prologue* in the original will vividly demonstrate the point. Shakespeare's *Henry IV Part I* can also be used. Comparisons between the vocabulary of prose and verse scenes will show Shakespeare's use of the vernacular and how it related to the social hierarchy in the play.

At the same time, Shakespeare's characterization of the celtic Glendower can be studied as a national type, with emphasis on his manner and style of speech. This play could be a starting point for the study of English, Welsh, Scots and Irish types in literature, and of the celtic contribution to English language and letters.

A detailed study can be made of the words adopted by the English during the expansion of trade and empire in the eighteenth and nineteenth centuries. The etymological dictionary will provide ample illustration of the variety of world languages feeding English at this time.

To conclude the main course, technical and scientific vocabulary should be considered, as this is one of the main growths in twentieth-century English and illustrates the fertility of Latin and Greek roots. A study of prefixes would be particularly fruitful here.

As a parallel course I suggest a brief history of the alphabet and writing from earliest times. The dictionary can be used to illustrate the division of v from w, and of i from j in the course of examining the importance of Alcuin, the scribes of the Book of Kells and, later, the printers who formed certain letters. This would lead into a study of the printing from Gutenberg to the present day, using books and newspapers to explore the various founts. Aldus's influence on the development of punctuation should also be looked at.

Because the American bicentennial celebrations are topical and for other more substantial reasons, the second parallel course could consist of the history of American English, as a case study of how language absorbs foreign elements. A broad outline of American history will define the main contributors: Indian, Spanish, German and black American. "Cowboy and Indian" language and literature is interesting for its Spanish and Indian elements. This parallel course is important because the mass media, and television in particular, have brought American words and idioms back to the old country in flotillas.

The three courses should provide a clearer understanding of what modern English is. The examination of dialect should show that, though it has a social function, its range is limited and a cultivation of correct English is needed to widen horizons and extend vocabulary.

Stuart Harris is a member of the English department, Chesterfield School, Derbyshire.

METHUEN

THE CRITICAL IDIOM

The Critical Idiom is a series of short studies, each dealing with a key item, or a group of two or three key items, in our critical vocabulary.
The terms are ones which cannot be made familiar by means of compact definitions. Students need to grow accustomed to them through simple and straightforward but reasonably full discussions of them. The purpose of this series is to provide such discussions. All the authors have tried to provide as full illustrative quotation as possible, and to make reference whenever appropriate to more than one literature. All are available in paperback.

1 Tragedy — C LEECH
2 Romanticism — L R FURST
3 Aestheticism — R V JOHNSON
5 The Absurd — A P HINCHLIFFE
6 Fancy and Imagination — R L BRETT
7 Satire — A POLLARD
8 Metre, Rhyme and Free Verse — G S FRASER
9 Realism — D J GRANT
10 Romance — G BEER
11 Drama and the Dramatic — S W DAWSON
12 Plot — E DIPPLE
13 Irony — D C MUECKE
14 Allegory — J MACQUEEN
15 Pastoral — P V MARINELLI
16 Symbolism — C CHADWICK
17 Epic — P MERCHANT
18 Naturalism — L R FIRST & N P SKRINE
19 Rhetoric — P DIXON
20 Primitivism — M BELL
21 Comedy — W M MERCHANT
22 Burlesque — J D JUMP
23 Dada & Surrealism — C W E BIGSBY
24 The Grotesque — P THOMSON
25 Metaphor — T HAWKES
26 The Sonnet — J L FULLER
27 Classicism — D SECRETKAN
28 Melodrama — J SMITH
29 Expressionism — R S FURNESS
30 The Ode — J D JUMP
31 Myth — K K RUTHVEN

Titles to be published in 1977:—
32 Modern Verse Drama — A P HINCHLIFFE
33 The Picaresque — H SIEBER
34 Modernism — P FAULKNER
35 Biography — A SHELSTON

Classroom Encounters
Language and English Teaching
Editors: Mike Torbe and Robert Protherough
Published in conjunction with the National Association for the Teaching of English.
September 1976 £2.75 paperback

Talk
A Practical Guide to Oral Work in the Secondary School
David Self presents hundreds of ideas for the oral English lesson.
September 1976 £2.25 paperback

Writing and Learning across the Curriculum 11-16
The Schools Council Writing across the Curriculum Project directed by Nancy Martin.
£1.35 paperback £2.85 hardbound

The English Project
(Formerly Penguin English Project)
A co-ordinated library of resource books for the 11 to 18 year old.
80p each title

Feelings into Words
A Creative English Course
Christopher Copeman and Graham Barrett
A pupil-centred course designed for the 11 to 15 age range, presenting some of the best of modern writing, with suggestions for follow-up work.
£1.25 each stage

Examine any of these books for 30 days under no obligation – simply circle the title and price, fill in your name and address, and return this advertisement to us.
Name .....
Address .....

WARD LOCK EDUCATIONAL 116 Baker Street, London, W1M 2BB

critical quarterly

EDITED BY C B COX AND A E DYSON. For seventeen years Critical Quarterly has been selling to large numbers of teachers preparing students for 'A' level English. Midway between secondary school material and scholarly journals, the emphasis of its critical articles falls about equally on modern writing and the mainstream literary and cultural movements of the past. Deliberate care is taken to avoid excessive specialisation and each issue is compiled to appeal to as wide a readership as possible. New poetry is always included and many of the best poems of recent years first appeared in Critical Quarterly. Recent articles include David Pirie on Shakespeare, William Empson on Donne, Frank Kermode on D.H Lawrence and John Wain on 20th-century literature. Contributors to Critical Quarterly have included Ted Hughes, C P Snow, Angus Wilson and Robert Graves.

SPECIAL INTRODUCTORY OFFER FOR NEW SUBSCRIBERS SUBSCRIBE NOW TO VOLUME 19, 1977 AND RECEIVE THE LAST ISSUE OF 1976 FREE.

To Journals Dept, Manchester University Press, Oxford Road, Manchester, M13 9PL

I would like to subscribe to Critical Quarterly Vol. 19, 1977 at £4.00 and enclose cheque/postal order made payable to Manchester University Press.

Name .....
Address .....

Critical Quarterly is published by MANCHESTER UNIVERSITY PRESS

Step by step scheme

An evaluation of Margaret Hooton's 'First reading and writing book'. Interview by Laura Hyde

Margaret Hooton's *First reading and writing book* (Shepheard-Walwyn Ltd), has stimulated wide opinions since its publication two years ago. As a simple and methodical phonic approach to the teaching of reading, the book is most suitable for individual teaching and may well be used by a teacher who has children with special learning difficulties. A teacher wishing to supplement a scheme already in use to answer the needs of particular pupils could easily incorporate aspects of the book.

First reading and writing book can be used in a variety of ways by a teacher or parent wishing to teach their own children. Unfortunately few of the book's critics have formulated their assessments after actually using it and there is no doubt that any approach to the teaching of reading must ultimately be evaluated through practice.

One lady who has, to some degree, provided this more thorough evaluation is Mrs Ann Turk. A secondary school teacher for 15 years, she used *First reading and writing book* to teach her youngest child to read.

"I didn't have a clue how to teach young children to read and I was very eager to teach both my children. I searched and searched for some appropriate reading scheme and read many methods of teaching reading . . . and yet what I was looking for was some step by step, well ordered scheme that I could trust and follow. . . ."

Katharine, her daughter, is four and was just three-years-three-months when Mrs Turk began teaching her. Katharine had been introduced to the letters of the alphabet before they began using the book, but because her acquaintance with them was by no means complete, Mrs Turk began at the second chapter, entitled "The five vowels". The first chapter is about "Concepts of space" and is designed to establish knowledge of those concepts and practices that are considered most fundamental to reading and writing.

"I did not start with the preliminary exercises because of the practice she had already received, but in the light of the mistakes she now makes, I wish I had used them. I had assumed it was obvious, but it isn't. We started with the vowels and then proceeded step by step through the book. We tried to do a little every morning, as regularly as possible. Generally our working period would not exceed 20 minutes and we would stop as soon as Katharine seemed to be losing interest.

"I was astonished at her rate of progress. Now that we have completed the book Katharine can write simple sentences from dictation, generally without having to break the words up. She is also able to read simple sentences with great ease. When she comes to an unfamiliar sound she will naturally sound the word out."

Mrs Turk invited me to watch a lesson in progress. Not only did Katherine show an unusual mastery of her new literacy skills, but she also delighted in their use. This enthusiasm was certainly the most striking feature of her approach to reading and writing.

Unlike most reading schemes now published for preschool or school use, Margaret Hooton's book is not particularly exciting visually. Illustrations are in black and white, the print is small and rather densely arranged on the page. Its praiseworthy attributes are orderly presentation and simple teaching instructions. I was interested to hear how Mrs Turk and Katharine had reacted to the material and its presentation.

"Katherine liked it from the outset. She liked the fact that the book was red and shiny. It seemed to be the clarity of Margaret Hooton's method that appealed to her. Unfortunately the writing was rather small so that when I wanted her to read something I would have to write it out in larger print. This was an inconvenience. She quite liked the pictures but there was no colour and she did not seem to take much interest in them; for visual stimulation we would turn to other books."

Asked about the order the material was presented in, Mrs Turk thought that the first introduction to vowel and consonant combinations was somewhat faulty.

"The first step in combining a consonant with a vowel is a difficult concept. Mrs Hooton introduces C as the first consonant to combine with a vowel. Because C is very difficult to pronounce without naturally sounding a vowel with it, I used S instead. The advantage of S is that you can slide the consonant on to the vowel and thus the distinction between the two is clarified and their combination more easily appreciated. I think this is a fault in the order of the book although I can appreciate why it was done as C is easier to write than S."

Mrs Turk also thought the use and function of the comma was introduced far too early. Katharine found the question mark enjoyable to write but was again unable to appreciate its function. I asked Mrs Turk whether or not she had found it necessary to supplement the book with any other practice or scheme.

"Every so often we would use Macdonald's alphabet book which is beautifully illustrated and Katharine would often seek it out just for pleasure. We also used a couple of the Ladybird books because she wanted to read sentences from a book with large print."

The introduction of each new letter in the *First reading and writing book* is accompanied by very precise writing instructions so that the letter is formed according to one particular procedure. Margaret Hooton considers great care and precision should be given at every stage of writing.

The unusual precision of Katharine's writing led me to question whether she had found this disciplined approach to the formation of letters acceptable and to what extent Mrs Turk had adhered to the instructions given by Margaret Hooton. Although Mrs Turk had not insisted on Katharine following Margaret Hooton's every instruction, the precision of her letter formations were, in Mrs Turk's opinion, largely due to drawing careful straight lines and circles. This was the only exercise from chapter one that Mrs Turk had fully used.

Margaret Hooton introduces terms such as "upper case", "lower case", "vowels" and "consonants" to the child's learning. Apparently Katharine was not confused by the terms but they did not seem to have any impact upon her learning. Katherine did, however, appreciate the importance of vowels. "I think it's important that the child knows of the existence of vowels because they are so basic," said Mrs. Turk, "even if she herself does not use the word. Likewise, she would need to know that there are letters that are different to vowels, so one may as well call them consonants. Katharine liked the fact that the vowels were printed in red; this importance given to the vowels appealed to her."

Mrs Turk was very pleased with the ideas and instructions Margaret Hooton supplied for additional materials. She had cut out the large black and white letters and the children had made copies of them to play word games. Shepheard-Walwyn and Mrs Hooton are considering producing some more material. Mrs Turk did mention, however, that an accompanying reading book with pictures, that follows the scheme of the teaching book would be valuable.

Mrs Turk and her daughter have completed the *First reading and writing book* and have laid the foundations of Katharine's reading and writing. I asked Mrs Turk how she was continuing to teach Katharine. "I am practising certain sounds using the 7C Ladybird book as a guide because it is phonic, but it is not as well ordered as Margaret Hooton's book and this has an effect upon Katharine's learning and the regularity of our lessons."

The *First reading and writing book* clearly has its shortcomings but, like all educational material, its valuable attributes need to be evaluated through practice and then applied to the need they are most capable of fulfilling. In the present climate of dissatisfaction with the efficiency of early literacy education, it presents an opportunity for any caring and enthusiastic parent to play an essential role in the education of their children.

"Its simplicity and its clarity are so valuable. I am sure many parents would like to teach their children but don't know how to go about it; the *First reading and writing book* offers this vital assistance. Confidence grows as you begin to see that it really works."

The essence of Mrs Turk's enthusiasm is expressed in her final comment: "Book Two please".

DOUBLE TAKE:
A Book of Verse Comparison
Alan Bolt

A companion book to Alan Bolt's *Take Two, Double Take* is a book of poems paired for comparison, designed to provide the "O" and "A" level candidate with valuable practice in the analysis and appreciation of unseen poetry. In his introduction Alan Bolt discusses various methods of approach to this type of critical analysis, working through a comparison of two poems as an example. The poems, which are selected from the work of past and modern poets, and represent a diversity of themes and styles, are presented without comment, to enable the student to examine, to assess, then formulate his ideas through comparison and contrast. The volume also provides a wide-ranging and interestingly presented anthology of poems for poetry enthusiasts.
Ready October *About £0.85*

THE PEGASUS LIBRARY
Edited by Esmor Jones, Anthony Adams and Alan Cattell

The aim of *The Pegasus Library* is to provide students at secondary level with a range of short story collections by individual authors; each volume contains stories which represent as many aspects of the author's technique as possible.

Joseph Conrad — Ray Bradbury
Katherine Mansfield — H. E. Bates
Each book: £1.30

NEW TITLES
Edgar Allan Poe and Ambrose Bierce — Doris Lessing
Jack London and Henry Lawson
Each book: £1.60

THE WRITER'S APPROACH
General Editor: Edward Blishen

These attractively presented booklets discuss the origins and development of various literary forms; the texts are informal and imaginatively illustrated.

The Writer's Approach to THE BALLAD
James Reeves — £0.90
The Writer's Approach to NEWSPAPER WRITING
Lionel Birch — £1.20
The Writer's Approach to THE SHORT STORY
Christopher Leach — £0.80
Ready October:
The Writer's Approach to THE TV/FILM SCRIPT
Rodney Bennett — *About £1.40*
The Writer's Approach to THE NOVEL
Edward Blishen — *About £1.40*
The Writer's Approach to THE PLAY
Tony Howarth — *About £1.40*

Inspection copies available upon application to our Education Department

HARRAP BOOKS
182-184 High Holborn, London WC1V 7AX

Language and reading

Adeline Hartcup on the ACE course held in Cambridge this summer

"Language and Reading: Implementing Bullock" was the subject of the Advisory Centre for Education course at Churchill College, Cambridge, in August. Its success was due to imaginative planning, judicious "casting" of tutors and speakers, and a tactful balance of workshop and lecture hall methods.

Asher Cashdan, of the Open University, was course director. Members were asked to make first and second choices from six subjects, and had advance information about group leaders, each workshop's main focus, and recommended reading.

The largest group concentrated on "Language and Reading in the Secondary School". Led by John L. Foster, from Redcliffe School, Oxford, it considered the practical problems of developing a language and reading policy.

All had the benefit of an excellent display of publications for reluctant readers. Some prepared work schemes for third year pupils of mixed ability. The Bullock Report's suggestions about what oral skills to develop in secondary schools were considered and supplemented, and others worked on encouraging language ability across the curriculum.

Nick Farnes of the Open University led a second group on "Reading Purposes and Comprehension in the Middle School". How can magazines, papers and information projects encourage children to become independent readers? How can teachers make Middle School reading mean something to children?

There was an impressive array of reading matter for primary school teachers. With Cliff Moon from Yatton Junior School, Bristol, teachers considered "Children's Literature and Learning to Read" following the Bullock Report's plea for reading for enjoyment, discussing books for beginner readers, appraising reading schemes, teaching methods and organization of resources.

Nursery, infant and special school teachers formed the smallest and perhaps most specialised group. Led by Dorothy Jeffree, from Manchester University's Hester Adrian Centre, it studied "The Foundations of Language and Reading". How can teachers gauge the thoughts of children with mental ages of three to five, and development ages of one to seven? Dorothy Jeffree has done pioneer work on involving parents of subnormal children in teachers' work, and her group analysed tape recordings of children's play and considered preparation for reading.

Between workshops, members met for lectures on wider aspects of their subject. "The Challenge of Bullock" was a good theme for the opening talk by Michael Marland, head of Woodberry Down, who is also a broadcaster, author and member of the Bullock Committee.

Edward Blishen has been a teacher, school librarian and writer, as well as a passionate reader, and he made some important points about "Reading as a Contagion". Readers made readers, he insisted, and readers were equally easily "unmade." Inept reading aloud could destroy a text. Imaginative literature was a total and private experience, and perhaps the most a school could do was provide as many books as possible, and somewhere to read them.

Enthusiasm for books was contagious when children met an adult who was a true reader. Literature could be taught—or caught—through teachers of other subjects. School libraries should include bad as well as good books, so that children could learn to judge and compare.

continued on page 42

EVERYONE ASKS FOR MORE TOPLINERS!

4 new **Topliners** this month each **40p**

Tuned Out by Mala Rodman — 333 19963 4
East End at Your Feet by Farrukh Dhondy — 333 19962 6
Summer Girl by Max Lundgren — 333 19964 2
All for Love edited by John Foster — 333 19961 8

4 new **Redstars** this month each **45p**

A Room of His Own by Gunnel Beckman — 333 19967 7
Looking for a Wave by J. M. Couper — 333 19968 9
Zoo 2000 edited by Jane Yolen — 333 19966 5
Bless the Beasts and the Children by Glendon Swarthout — 333 19965 0

70 titles in print. Send for complete catalogue to: Catalogue Department, Macmillan Education, Houndmills, Basingstoke, Hampshire.

MACMILLAN EDUCATION

To abstract is to trade a loss of reality for a gain in control—J. Moffett: *Teaching the Universe of Discourse.*

The emphasis (on in-service courses) should be on flexible interaction between practice and theory—Bullock Report 326.

... Bullock in effect says to NATE: Your concerns have been the right ones, but teachers of English in the classrooms know nothing of you.—John Watts, Chairman, National Association for the Teaching of English, 1975.

Collective wisdom

Michael Simons on the aims and work of the ILEA English Centre

The ILEA English Centre has been going for five terms and has begun to explore ways of offering a range of in-service support to about 2,000 English teachers in the Authority's 200 secondary schools.

For the last nine years there have been regular meetings at the five local English centres based in English departments; unlike them, the new centre has two full-time advisory wardens, a secretary and several rooms of its own. The ways in which it can offer more sustained support vary from displays of commercially published books and materials to year-long courses involving a half-day a week release for English teachers.

The 1975-76 course for English departments is a good example of an I.e.a.'s resources being used strategically to support groups of teachers working together. This kind of project, which was initiated by one of the heads of English, is more likely to close the gap between theory and practice by virtue of its structure.

A group investigating children's writing would share ideas and analyse scripts and tape recordings from lessons. They would begin to draw tentative conclusions about the gap between the teachers' intentions and the children's responses. This pattern was often sustained throughout the year, looking at different aspects of English teaching.

One group spent two terms investigating the nature of story by agreeing to use the same short stories, myths and legends with different age groups, and testing out hypotheses by varying the strategy from week to week. Another spent a term making a case study of one 12-year-old West Indian girl. The idea was sparked off by Labov's article *The Logic of Non-Standard English.* Each week a teacher brought in a tape recordings of the girl in a variety of situations—reading a range of texts including a geography test, improvising a breakfast scene with two other girls, chatting about home and school, reading through her own writing and so on. This kind of intensive and highly focused inquiry was especially useful in bringing together theory and practice.

This half day a week at the centre led to much more departmental discussion of English teaching. And all ILEA English departments will ultimately benefit a little from the course because they will get some of the materials produced by the working groups such as an anthology of West Indian poetry, *Intervention in Children's Writing, Fact into Fiction* and others.

Here is an extract from one of the 40 written evaluations from the teachers on the course: "Whatever criticism one may make of the course, there is no doubt in my mind that, for me, it has been valuable. But it is very difficult to chart the specific effects it has had on my teaching. I feel that there has been a whole nexus of experiences, discussions, readings, etc, which have had a big effect on my teaching, making me realize increasingly the importance of self-confidence and of looking at how children learn, rather than how teachers teach. It is impossible to separate the role of the course from all this but I think it has probably been very important both in its own right and as a catalyst for discussions within the department."

This year a similar course is being run for teachers released from schools for a day a week. Another interesting development will involve a half-day a week release for three teachers from a school nearby for them to make a case study of a whole class.

Evening study groups are also using this method of sharing and exploration.

The reading group which began four terms ago, aimed to make case studies of adolescents with histories of reading failure. This is a small group of five English teachers who work individually with poor readers and are helped by a consultant from the English department of the University of London Institute of Education. The purpose is not only to increase the confidence and expertise of the five teachers but for them to support others by producing occasional papers on their findings and by visiting other schools who ask for advice. This term, six more working groups are being set up on helping children to read, dialect, mass media, mixed ability, A level, Mode III and story. Each group will have a couple of conveners but the emphasis will be on sharing resources and skills.

These activities can only involve a small number of London's English teachers. Our "action research" style is complemented by more formal open meetings with speakers. There have been a series of talks on language across the curriculum with most sessions attended by 70 to 100 people. This term there is a series on style and meaning in film and next term one on language, culture and class.

The centre's attempt to reach out to more teachers, whether or not they visit the building, has resulted in a modest list of fiction and teaching materials. Using a small offset litho press, the centre prints teaching materials devised by other London teachers, ranging from packs on media studies to a set of spelling posters.

English teachers in London and elsewhere are tending to work without the support of commercially produced course books, probably not out of principle but because some are difficult to use. They were obviously not tried out in city classrooms, whereas the centre's informal publications have usually been tested extensively. A good example is the *Myself* booklet which has been revised three times, is now 50 pages long and looks quite

continued on page 40

Begin Here
John Way and Keith Dennis

'Tensely Joseph waited. He heard the key grate in the rusty lock of the outside door of the cell . . .'

Some of the most compelling episodes from children's literature are collected into this volume. Even reluctant readers will be intrigued and want to turn to the complete books to find out more. 168 pages illustrated £1·25

The Teacher's Handbook suggests a wide variety of activities to follow each extract and discusses the use of the various forms of language encountered. 224 pages illustrated £1·95

'We can sum up by saying that whatever else the pupil takes away from his experience of literature in school he should have learned to see it as a source of pleasure, as something that will continue to be a part of his life.' *Bullock Report*

Storyhouse

Edited by David Jackson and Dennis Pepper

'If you have only the last of your allocation money, buy these. For here are editors who understand both the nature of narrative and the kind of material that turns children who can read into readers.' *The School Librarian.*

Exciting anthologies to explore and enjoy, these books offer young children a fascinating variety of stories, anecdotes, jokes and fairy-tales which make reading a creative experience.

Four paperbacks: The Yellow Storyhouse, The Red Storyhouse, The Blue Storyhouse, The Green Storyhouse each 95p.

Teacher's Book 95p.

Storytape 1 and 2, C90 cassettes, each £2·95+VAT.

Two hardbacks Storystreet 1 and 2, each £2·95 net.

The Oxford School Dictionary
New Edition
Third edition revised by Joan Pusey

'Designed especially to meet the needs of schoolchildren . . . a small dictionary that is worthy to be counted among the family of Oxford dictionaries.' *ILEA Contact*

- the most up to date dictionary for 11–16 year olds
- over one million sold
- superb value for money
- clear, straight forward definitions
- new notes on getting the best out of a dictionary
- draws on the expertise of the Oxford Dictionary Department
- 4,000 new headwords in this new edition

384 pages, hardback £1·25

Schools need books

Educational Division
Oxford University Press
Walton Street, Oxford OX2 6DP

Wheaton Studies in Literature Series

Consultant Editor : Thomas Crehan

The first five titles of a new series for advanced students, each containing a long, critical and biographical introduction and full textual notes.

William Blake
Dr. A. S. Crehan £1.40 net

The Martial Muse
Seven Centuries of War
Alan Bold £1.35 net

Gerard Manley Hopkins
Dr. K. E. Smith £1.20 net

The Minor Poems of John Milton
T. Crehan £1.20 net

Three Early Tudor Poets (Skelton, Wyatt and Surrey)
N. Blolby £1.40 net

The Literature for Life Series

Consultant Editor : Kenyon Calthrop

An exciting new series of short story selections by leading contemporary authors.

Down to the Bone
Alan Sillitoe 80p

Boy in Darkness
Mervyn Peake 60p

The Polson Ladies—and Other Stories
H. E. Bates 90p

The Bees Have Stopped Working—and other stories
Bill Naughton 80p

The Seeds of Time—John Wyndham £1.05

Dimensions

A provocative new series of thematic anthologies, first published May, 1976, which takes a close look at issues of immediate interest to young people and provides a wide range of material for classroom use.

Adolescence
Mike Samuda 70p

Black and White
John L. Foster 75p

Love and Marriage
Mike Samuda 70p

School
John L. Foster 70p

Pleasure and Repentance

Terry Hands

'I welcome with delight this dramatised anthology of poems and prose on a theme (of Love and Marriage). Surely nothing but good can come from publication of this attractively compiled work for three men and one woman speaker plus one singer-guitarist. The various extracts have been chosen with supreme care and sensitivity, practically every move and gesture is lovingly detailed.'—Spoken English £1.20 net

Understanding Hamlet

Peter Winders

'The book is a study at advanced level which does not pretend to be all-embracing or exhaustive, merely an introductory guide providing a skeletal structure on which the student's personal design can be imposed, suggesting lines along which he ought to be thinking in order to come to a fuller understanding of the work. . . . A book which, with superb page layout and the problems of the student ever uppermost in editorial design, cannot be too highly recommended.'—I.L.E.A. Contact.
'It is impossible to recommend this well set out and informative study too highly.'—Education £1.50

Henry V

Edited by Sally Beauman

[illegible] the fifty colour photographs [illegible] Royal Shakespeare Theatre, Terry Hands the director, Alan Howard who plays the King, the designer, the costumier and the actors say how they approached the play and how they created one of the outstanding seasons in the history of the Royal Shakespeare Company. Their success is recorded in this book, in the reaction of the critics and the audience. The full text of the play used by the company has production notes by the director and the actors, and is illustrated by 24 pages of photographs and design drawings. £4

WHEATON
HENNOCK ROAD, EXETER, EX2 8RP

The play's the thing . . .

David Self offers some guidelines to ease the teaching of Shakespeare at O and A level

There seems to be a widespread conspiracy that there is no need to think about "teaching methods" as soon as we move into the world of public examinations. It is almost as though we abandon the business of agonising over the best ways of motivating our pupils, nurturing creativity and developing an appreciation of literature finishes in the fourth year of the secondary school; and that disaffected ducklings will automatically turn into studious swans the moment GCE is in sight.

Some of us teach students for whom the examination is sufficient motivation and some of us teach students who have found a spontaneous pleasure in study and in literature. Many of us, though, are confronted by the problems of making the set books seem relevant and even comprehensible, of "getting them through the exam" with grades that will please heads of department, heads of school and parents—and all this in a manner that is not totally contrary to the ways in which the pupils were taught in the junior forms.

I offer the following guidelines (all of which come from personal experience) in the hope that they may ease the teaching of Shakespeare at O and A level. Many of the ideas may be adapted for teaching other set books and for use at other levels.

All the pupils should have their own copies of the set text—ideally new, clean copies of a modern edition which they themselves can annotate. No matter how short funds are, I would fight tooth and nail for this. Particularly useful editions are those which have notes (and space for private notes) on the left hand page, with the text on the right. Collins's *Alexander Shakespeare*, Nelson's *New Shakespeare* and the Macmillan *Shakespeare* are in this format and work well up to O level; Blackie's *New Warwick Shakespeare* is similar and will work for most A level courses, too. Most of the regularly prescribed set books are available in these series.

Sometimes an introduction to Shakespeare's theatre or the social history of his period may precede any work on a play. Particularly useful here will be Jackdaws Nos 9 and 54, *Young Shakespeare* and *Shakespeare's Theatre*, both published by Jonathan Cape. These wallets of facsimiles of contemporary documents and illustrations can be used in a variety of ways in project and research work.

The first step in the study of a particular text, though, must be an introduction to the story-line or plot. It may be desirable to begin with improvisations on the themes and situations present in a play if it is thought that the plot will seem alien to the class. See below.

My own feeling is that a visit

continued on opposite page

Julius Caesar with James Mason as Brutus and Marlon Brando playing Mark Antony.

Continued from page 39

professional. Its design and language is geared to a mixed ability workshop setting. It sold 4,000 copies in two months.

The centre has also begun to publish short stories, written by teachers and students, which have been well received in schools. These cater for specific and local needs: commercial publishers would be unlikely to have taken on *In the Melting Pot*, for example, a short story written in London Jamaican and accompanied by a cassette recording. Among London children it has been read with extraordinary enthusiasm. There are now three titles on the centre's list but we hope to expand it.

The centre's information booklets are distributed free to all English departments such as *Reviewsheet*—a review of all children's fiction published that month. This was produced by a group of teachers on their own who were helped by the centre over printing and distribution. Schools have also received an annotated catalogue of the 150 relevant films that can be borrowed free from the ILEA library, and a bibliography on the mass media. A selective list of class and library fiction for the lower school is also being compiled including reviews, notes on plots, problems and potential areas for development.

The display of books and audio-visual material at one end of the hall is in daily use and whole departments book themselves in as they work out the annual book-list. Publishers are asked to send new titles automatically to keep teachers in touch. This display will be extended to include more local material produced by English departments.

The nature of the school day in an inner city area makes it difficult for teachers to find the mental space to reflect on practice and share resources and ideas. The English Centre is beginning to make a modest contribution to this process, and is aiming to make it happen more often during the school day, so that more can benefit from the wealth of collective wisdom that London teachers can offer each other.

Michael Simons is warden of the ILEA English Centre, Sutherland Street, London, SW1.

CAMBRIDGE RESOURCES FOR ENGLISH TEACHING

General Editor: STEPHEN TUNNICLIFFE

A new series of multi-media kits for teaching English to children aged between round 13 at all levels of ability. The well illustrated theme book provides a wide and varied selection of poetry and prose, complemented by work cards, stencils, slides and recordings which combine to stimulate many different activities—writing, reading discussion, drama, improvisation—in English classes. The Teacher's Pack includes a handbook full of guidance and practical suggestions, as well as one copy each of three popular children's novels.

Stone, Wood, Metal, Plastic

STEPHEN TUNNICLIFFE

The theme chosen for the first kit aims to encourage children both to look intelligently and sensitively at some material aspects of their physical environment and to think about the effects those materials have on the way we live. Children are asked to explore the four materials, two natural, two manufactured, through a variety of materials which demand a versatile control of language. In doing so they can be helped to define and to articulate their own relationship with the environment.

Theme Book £1.40
Teachers' Pack £2.00
Stencil Pack £1.00
Work Cards £0.50
Reel £6.50
Cassette £4.50

Inspection material and further information from
CAMBRIDGE UNIVERSITY PRESS
P.O. Box 92, London NW1 2DB

Continued from previous page

the local rep production of the play is not the best way of meeting a Shakespeare play for the first time. Such a visit is likely to be far more profitable once the class has at least a nodding acquaintance with the plot and characterization. Alternatives are the viewing of a good film version (e.g. the Polanski *Macbeth* or the Charlton Heston *Antony and Cleopatra*) or—and this is the easiest to organize—listening to a tape-recorded production of the play while following the text.

BBC Radio 3 and 4 productions of Shakespeare tend to be much richer and to have more pace than recordings issued on disc or cassette. Some of these latter are thin on sound effects or specialize in silly trumpet calls. They can also have a distinctly undramatic, "concert" production style about them, which does nothing to help the listener to visualize action (even if the verse is spoken beautifully).

The danger of playing a tape-recording of a play to a class is that it can take a long time—several periods, in fact. For this reason, and particularly with O level candidates, it must be broken up by activity, by comment and by question and discussion sessions. Beware though of stopping the tape so often that all dramatic impact is lost.

The more able pupils will be able to undertake their own reading of the play however, but even these should be given advance notice of their roles, and encouraged to rehearse their parts. Our aim is, after all, to develop an appreciation of the play and not to give practice in sight reading. The re-enactment of scenes just heard on tape, the preparation of readings of the same scene with different interpretations and at varying paces, and even a traditional rehearsal or "blocking" of a scene can all be useful at this stage.

Once the basic plot and structure have been grasped—what happens to whom, when and where—then it is possible to start on a deeper study.

One way is to treat the text as a theatrical score which was devised for a special stage—the wooden O in fact, and to work out, scene by

Hamlet: 'Go on; I'll follow thee".

scene, how the play worked in Shakespeare's theatre. Useful here is a series of books by Messrs Watkins and Lennon (published by David and Charles) with the title *In Shakespeare's Playhouse*. Besides a general introductory volume, there are volumes on *Macbeth*, *Hamlet* and *Midsummer Night's Dream*. Each book attempts a reconstruction of the play in question as it might have been produced by Burbage.

The study of character and relationships may be approached in many ways. Improvisation is, perhaps, the most fashionable: it is also effective. David Adland's series, *A Group Approach to Shakespeare* (published by Longman, volumes on *Midsummer Night's Dream*, *Romeo and Juliet*, *Merchant of Venice* and *Twelfth Night* available) provides a structured course of improvisation exercises for those working on those plays. Experienced and courageous teachers will be able to invent their own starting points—father comes to stay with married daughter, bringing a hundred friends with him; Coriolanus as a nineteenth-century school captain and the fags' revolt; Hamlet not wanting to be school captain/prime minister with the "people" wanting him to revenge wrong in high places; trying to make your best friend jealous of his junior—is his bird faithful?

On a larger scale, it is possible to conduct "courtroom" trials of characters, with lawyers for the defence and prosecution. This exercise is especially useful in helping to show that such characters as Iago, Lear, Macbeth, Lady Macbeth, Claudius and Shylock are not simply "goodies" and "baddies". Remember that the aims of all such improvisations are to make situations relevant, to build bridges between the pupils' experience and the Elizabethan world picture, and to explore character.

The most important part of any such improvisation exercise is the subsequent discussion. "What light does that scene throw on the play?" "How do the characters we created differ from those of Shakespeare?" Improvisation is only a way of approaching a text; it works by giving experience that can approximate to the situation in the play, and so providing a firmer basis for debate. It does not produce understanding by magic.

There are many other creative exercises (beyond the traditional essay) which can be undertaken to develop appreciation of Shakespearean drama. The design of a costume that indicates character, the planning of a set (and perhaps its execution in model form) for a traditional or a modern dress production, and even the devising of lighting schemes can all encourage close study of the text and appreciation of themes—provided high standards and proper research are demanded.

Sixth formers might compile poetry anthologies that provide a commentary on a given play (either from Shakespeare's own sonnets or indeed from the whole canon of English literature—note for example how sonnets 53, 94, 130 and 146 illuminate some of the themes of the late plays); or indeed they might study W. H. Auden's sequence of poems *The Sea and the Mirror* (*Invocation to Ariel, Stephano's Song*, etc.) and then write their own poems about characters in the play they are studying.

We are beginning to see a proliferation of tape-recorded discussions on Shakespearean plays offered for the edification of sixth formers and private students. Some are dominie and exclusive. One of the best series is that published by Audio Learning (84 Queensway, London W2 3RL). It includes cassettes on *Midsummer Night's Dream*, *Henry IV*, *Julius Caesar*, *Hamlet*, and *Lear*.

They make few concessions but they are pertinent, and demonstrate that serious discussion about character and themes is a possible activity. In larger schools, it may be possible for members of the English department to plan and give "public" discussions on specific topics to their students—gradually involving more and more of the students themselves in the discussion.

Lost, English departments should consider producing the set play. Those not involved in acting can become immersed in the lighting, design. And the preparation of a detailed prompt copy can be a most effective way of preparing for a context question. Failing a home-made production, English teachers might team up regionally to browbeat local reps into producing the set play (though they must obviously give many months' notice) and then seek ways of smuggling small groups into rehearsals and organizing discussions with directors and actors. (Several reps organize "play-days" for sixth formers, in which workshops and discussions take place before a matinée or evening performance.)

Failing the live theatre, there is always film. Rank Audio Visual (P.O. Box 70, Great West Road, Brentford, Middlesex TW8 9HR) will hire out 16mm copies of the Marlon Brando *Caesar*, the Olivier *Hamlet*, *Henry V* and *Richard III*, and also sell 35mm film strips of stills from these films. Other distributors offer more recent films.

It is possible to teach Shakespeare by means of a limp cloth covered school edition, much talk and a few Bande-ed notes. That method may be less effort than a balance of the ones I've outlined above: it is more likely to give Shakespeare a bad name and to result in a crop of undistinguished grades next summer, though.

David Self is author of "A practical guide to drama in the secondary school" (Ward Lock 1979).

Squirrels have good things in store!

Squirrels are new paperbacks for children. The series consists mainly of classics, specially simplified and rewritten to appeal to children whilst still retaining the atmosphere and quality of the original works.

Many of the titles have been taken from the popular and successful New Method Supplementary Readers series and have been completely redesigned with striking new covers and attractive illustrations throughout.

Titles in the Squirrels series include:

Three Adventures of Sherlock Holmes *Sir Arthur Conan Doyle*
Alice in Wonderland *Lewis Carroll*
The Secret Garden *Frances Hodgson Burnett*
The Prince and the Pauper *Mark Twain*
As You Like It and
Much Ado About Nothing *Shakespeare*
The Young King and other stories *Oscar Wilde*
Jane Eyre *Charlotte Brontë*
Black Beauty *Anna Sewell*
35p each

Squirrels make excellent reading matter for children. Also, as they are written within a limited vocabulary and no difficult grammatical structures are included, they are ideal for remedial classes and learners of English as a foreign or second language.

For older children:

Longman Simplified English Series 40p each

A series of abridged and simplified paperbacks containing exciting short stories, interesting modern fiction and classics. For further details please write to: The Marketing Department, ELT Division, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Longman

FROM NELSON

The Nelson Guide to Good English

DENYS THOMPSON

Good written English is important:

- at work
- in examinations
- in everyday life

The Nelson Guide to Good English provide excellent practical advice on:

essay writing — collecting and organising material.
making summaries
examination technique
spelling
comprehension
punctuation
many points of grammar, vocabulary and everyday usage

Written for 5th and 6th formers, this fully cross-referenced and easy-to-use guide will be invaluable to anyone who wants to improve their written English — including students of English as a foreign language.

128 pages 0 17 4433034 95p

Against the Odds

JOHN L. FOSTER

Drama work for ages 11 to 13

Exciting written and visual material provides ideas and stimulus for drama work.

There is help with creating and developing characters and background, and ideas for plays, mimes, radio programmes, films, news reports and interviews.

Plenty of spin-off ideas for written work and suggestions for individual reading.

48 pages 0 17 4330871 55p

Clear English — revised edition

DOUGLAS S. FINLAYSON & T. DOUGLAS SMITH

Secondary level English course for non-academic pupils.

Two new books (*Stage 3* and *Final Stage*) have now been added to the revised edition of this very successful course. New material and new illustrations.

Clear English progresses gradually from the creation of statement and sentence to simple story and letter writing with a gradual extension of vocabulary and language skills through carefully graded exercises.

Each book 75p

Inspection Copies

To: The Educational I/C Dept, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP

Please send me inspection copies as ticked below:

- ☐ 4433034 Guide to Good English
- ☐ 4330871 Against the Odds
- ☐ 4330798 Clear English Stage 1
- ☐ 4330803 Clear English Stage 2
- ☐ 4330811 Clear English Stage 3
- ☐ 433382X Clear English Final Stage

Name.....
School.....
Address.....
.....
6TES 20

Nelson

Living by fact or fiction

What makes a story accessible to children is its recognizability in the face of their own experiences writes Ralph Lavender

If R. L. Gregory was right—as it seems he was—when he said, writing about the science of fiction in *New Society* more than two years ago, that "we may live more by fiction not by fact", then perhaps it has implications for the teaching of literature. It means that not only must we accept the crucial importance of children's "story-ing" as part of their fantasy lives in building up what Frank Smith calls "the theory of the world in the head"; but also that we should be looking around for some of the fictions we all tell ourselves at some time or another to help us in the business of teaching literacy and literature.

It appears that one of the fictions we have all told ourselves, as children, and probably as adults, too, is the story of running away and getting lost. In the beginning, this story is a moral one: if you run away, you will be punished. You are not supposed to run away. Hence, in the traditional story of *Mr Minnes*, Tommy Grimes runs into the dire peril of being boiled and eaten for supper by the bogeyman through his disobedience—he is not a good boy and he does go out into the street.

Beatrix Potter recognized the universality of this experience: naughty Peter Rabbit goes into Mr McGregor's garden instead of picking blackberries with his sisters, and he is lucky to escape with his life. Sometimes, it is true, no threat of punishment hangs over the escapee, or the threat is somehow veiled.

In the classic *Rosie's Walk*, Rosie goes for a walk round the farmyard: she is not really an escapee by intention. Never once does she notice that a fox is following her; not once is the fox mentioned in the story, and it is noteworthy that some five-year-olds do not understand the fox's purposes, since the nature of foxiness still eludes them. One of the lessons of this story may be that it is wise not to look behind you too often; knowing this, Rosie "got back in time for dinner".

The running - away - and - getting - lost story is also an appeal for security. If you run away, you can always go back home afterwards, and your parents will still love you. Some children actually do it, rather than making a story about it, and their parents sometimes have to be reassured that this behaviour is not totally bizarre. In a recent case, a boy packed his case and went as far as the end of the road before he came back. His elder brother was scornful, saying: "You didn't even get as far as buying an Underground ticket, did you?"

Max, in *Where the Wild Things Are*, is sent to bed without any supper for being wildly naughty. In the story he makes, he travels to the land where the real wild things are, he tames them with the magic trick of staring into their yellow eyes without blinking, and they declare him king. But after a rumpus, Max smells good things to eat, and he "was lonely and wanted to be where someone loved him best of all". He returns home and finds his supper waiting for him in his room, "and it was still hot". While he has been away, his mother has forgiven him.

The same quality of reassuring security is to be found in Colin Berridge's book *Runaway Danny*. Danny's family has moved to a block of flats instead of to the country as he wished, and he has to go to a new school. The boys there do not make him feel welcome, so he runs away (a form of the running-away story often acted out in reality!), steals a bicycle and gets lost. In the end, however, all comes right for him. The pictures show a particular set of localities in Greenwich seen from a child's eye-level: but it is the universality of the experience which gives the book its greatest impact.

It is, of course, not surprising that many books for young children use the distancing device of animals for humans in this running-away-and-getting-lost story, as in *The Tale of Peter Rabbit*. Ping, in Marjorie Flack's book of that name, is a duck who leaves his family so that he will not get spanked for being last over the bridge. Next morning, he has to face the world of the Yangtze River on his own, and he, too, nearly pays with his life. The reassurance lies in the fact that such is the life force, no one has to face the world alone unless he is equipped for it.

If we begin to look in this way at how we can introduce children to literature in terms of the recognizability of the experience, all the arguments about the paraphernalia surrounding that experience—whether you live in a flat or a detached house, whether it is dad or daddy, and whether it is fish and chips for dinner or escalope of veal cordon bleu—somehow begin to look like less important arguments.

What makes a story accessible to children is its recognizability in the face of their own experiences in their own stories, rather than the recognizability of the material environment. And the trouble with so many books aimed at presenting the real environment is that they do not contain recognizable experiences—indeed, some contain no experiences at all, they are not stories. Yet, "we may live more by fiction not by fact", and even the best of us has a rather tenuous hold over reality, anyway.

Children and octogenarians have wide-open, wondering eyes on the world: too many people lose them in between, they forget that it is the recognizable experiences beyond the material environment that count for most.

Later on, the running-away-and-getting-lost story shifts its purpose towards responding to the pressure of problems, and claiming independence is one of them. Thus, in *Terry on the Fence*, by Bernard Ashley, Terry runs away from home because he can no longer stand being nagged by his mother and bossed by his elder sister. He falls into the clutches of a gang and he is forced to steal from his own school.

There is a complexity of strands in this story, questions to do with honour and decision-taking are raised, and the relationship between Terry and the leader of the gang is sensitively drawn; and its relevance to the theme of this article is manifest.

In Joan Robinson's *Charley* the heroine claims her independence and more besides when she camps out in the henhouse behind the hedge at the bottom of her aunt's garden—neither of her aunts wants her anyway, and this one happens to be away on holiday. Through her experiences Charley learns what it is to live in the world.

And again, in the brilliantly witty *From the Mixed-Up Files of Mrs Basil E. Frankweiler*, Claudia is bored by the monotony of life,

and she also knows that there are more beautiful and comfortable places than the corner of a field. She and her brother Jamie claim their independence by camping for a week in the New York Metropolitan Museum of Art.

Naturally this theme is one that extends from children's literature into adult literature, where it clearly becomes a part of what Northrop Frye calls the one great story: that of losing, searching for and finding one's identity. Melville begins *Moby Dick* thus: "Call me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world."

This one great story stretches from C. S. Lewis's Narnia books and Ursula le Guin's trilogy that began with *A Wizard of Earthsea* through *The Lord of the Rings* and much of Conrad and Henry James and into Russian literature. What gives the latter, in particular, its poignancy is that, whether it is Goncharov's sardonic *Oblomov* or the passionate intensity of Dostoevsky, the nearer the characters come to rediscovering their identities, the farther away they actually are from accomplishing it. Sometimes, they run away; and this is what begins in Beatrix Potter and Maurice Sendak and the others.

This theme serves to show that, even though there may be differences between literature for children and adult literature (in matters below the waist, for example), in many more important respects there is continuity. They are similar literatures. After all, there is continuity between the stories children tell themselves and those adults tell themselves. Having understood the truth of this, it then becomes clear that children should have the chance of being "taught literature", not because they have to be educated but because they are alive. And then it also becomes possible to avoid the Scylla of selling that literature which is thought to be the kids' stuff as if it were some sort of cheap offer; and the Charybdis of thinking about the real stuff as literature for the elite.

Furthermore, if literature could be taught with this kind of understanding, children will come to understand gloom by means that, just as story is for living with and not for being educated by, so is reading. Once they have become readers, they are much more likely to remain readers lifelong; and they will know that the learning is never over.

As teachers of literature with people of any age, it is by searching out the themes of all our stories and by bringing to our teaching an awareness of the wholeness of literature and what it is for, that we can best help our pupils.

A Wizard of Earthsea. Ursula le Guin. Puffin.
Charley. Joan Robinson. Collins.
From the Mixed-Up Files of Mrs Basil E. Frankweiler. E. L. Konigsburg. Puffin.
Mr Minnes. Joseph Jacobs. Various editions.
Narnia books. C. S. Lewis. Puffin.
Ping. Marjorie Flack. Puffin.
Rosie's Walk. Pat Hutchins. Puffin.
Runaway Danny. Celia Berridge. Deutsch.
The Tale of Peter Rabbit. Beatrix Potter. Warne.
Terry on the Fence. Bernard Ashley. OUP.
Where the Wild Things Are. Maurice Sendak. Puffin.

Ralph Lavender is author of "Myths, Legends and Lore" (Blackwell 1975)

continued from page 38

Arthur Eastman's talk on "Interaction in the classroom" introduced some current Open University research. He described collaboration between teachers and research workers, and observations of some 25 teachers working in nursery schools around London.

Dr. David Bruce of Cambridge University department of education also drew on recent research for his talk on "The Development of Language and Reading Skills". He explained how primary school children were still gaining experience of sequential dependencies, and how this use of context was an essential language and reading skill.

But how much did the course really help members? A good deal, many of them replied. Workshops were well planned and guided, and most lectures were to the point. The chance of exchanging ideas—in workshops, at mealtimes and over a drink in the bar—with colleagues from different backgrounds was by no means the least valuable asset.

However, more than one observer had doubts about the cost-effectiveness of such courses. At a time when important educational work was being guillotined for lack of funds, it had to be remembered that the Bullock Report cost £95,000, and this three-day conference cost 50 members more than £70 each.

Language was one half of the Bullock Report's subject, and should be used with respect and skill. The bulky pages of the report and the not infrequent verbosity of course speakers suggested that, in our highly-taxed society, there should be some kind of charge on verbal squandering.

This was a general grouse, however, aimed at many official reports and conferences. For most of the time the ACE course kept to the point and satisfied its enthusiastic customers.

Heinemann English

Writers, Critics and Children

Edited by **Geoff Fox, Graham Hammond, Terry Jones, Frederic Smith and Kenneth Sterck**

A selection of essays on reading, writing and teaching children's books; mostly drawn from the journal *Children's Literature in Education*. Contributors include Ted Hughes (an original essay on myth), Margery Fisher, Peter Dickinson, Nicholas Tucker, John Foster, David Holbrook, Nina Bawden, and Geoffrey Trease.
£4.95 £1.95 paperback
publication October

Soundings

Edited by **Kit Wright**

An anthology of poetry prescribed for candidates taking the Poetry Society Verse Speaking Awards. It consists of English, Scots, American and foreign poetry of all periods, with particular emphasis on the twentieth century. The poems are above all chosen for their sound qualities. £2.50
£1.25 paperback

Autumn New Windmills

The latest additions to this famous series of well printed, attractively bound hardbacks include titles by popular authors Josephine Kamm, Sylvia Sherry and Kathleen Lines.

The Haunted and the Haunters
Kathleen Lines 80p

The Starting Point
Josephine Kamm 85p

Z for Zachariah
Robert O'Brien 85p

No Man's Land
Simon Watson 85p

The Gabbitas Daughter
David Martin 80p

Dark River, Dark Mountain
Sylvia Sherry 85p

Inspection Copies
Please ring the titles you would like to receive on inspection and return this advertisement to the address below with your name and address.
Name .....
School .....
Address .....

Heinemann Educational Books
48 Charles Street, London W1X 8AH

What is poetry..?

Roy Blatchford writes about four new books about poetry that will stimulate the debate

If, as Shelley would have it, poets are the unacknowledged legislators of mankind, teachers are the acknowledged legislators of the mind. Where the twain meet—namely, in the teaching of poetry—debate runs high. In an attempt to promote creative verse writing, teachers now find themselves with pupils on weekend jaunts in the country, and are busy inviting practising poets into the classroom.

The first and most important aspect of poetry is that no one has, to the satisfaction of all others, defined what poetry is. Any definition either excludes something we undoubtedly know is poetry or includes something that is not.

It is not uncommon that teachers find children experiencing difficulties in understanding how a poem works and what makes it either banal or satisfying. At an infant age nursery rhymes are unquestioningly and happily learnt and recited for pleasure, but the instant a pupil is asked to formalize his response to a piece of figurative or descriptive verse, a barrier appears.

There are moments in the theatre when audience and actors are one. A mediocre performance may sustain interest, but it is that moment of theatrical excellence, the moment we can touch the silence in the auditorium, when an actor has us believe we are living within his spirit that constitutes great drama. This rare empathy is perhaps what the poet seeks to realize; a sense of encapsulating a complete experience for himself which if truly executed will capture the reader's imagination.

In a poem everything that needs to be said is there, and there should be nothing that does not need to be said or that does not contribute—what A. E. Housman called putting the best possible words in the best possible order.

"Even when poetry has a meaning, as it usually has, it may be inadvisable to draw it out. . . . Perfect understanding will sometimes extinguish pleasure." Words again from Housman that crystallize the critic's dilemma and go a long way to explain the varied and muddled quality of books about poetry.

The popularity of Geoffrey Summerfield's colourfully illustrated verse anthology, *Voices*, indicates that children are stimulated by the gory, the grotesque and the startlingly different. Simply, the human eye responds magnetically to the juxtaposition of print and illustration.

In this style, *Poetry workshop* is a robust source of ideas and materials for work in English with 13s to 16s, and incorporates many of the better aspects of school anthologies. The layout and typeface are appealing to the eye; there is a thoughtful balance of text and blank page space; the photographs and drawings never obtrude but are pleasantly apposite.

Alan Brownjohn's translation of Prevert's "The rabbit", for example, is printed as a double spread and has four marvellously alive photos of a rabbit bobbing along the top of the page, while Langston Hughes's "Ballad of the Landlord" is set alongside a beautiful shot of two ghetto children, naked to the urban heat, ecstatically playing in a street fountain.

Henry Moore's "Helmet Head No 2" from "Poetry Workshop".

The workshop accent in this volume means that the editors do not ask us to look at each poem hunting for similie and metaphor (the teacher may of course use them for such purposes), but rather to pursue the themes and ideas raised in the verse for drama activities and projects which might involve bringing objects from home or gathering cut outs for a scrap book. In addition, there is a section devoted to five particular poets in which they, or the editors, discuss their work and present five or six poems of their own which characterize different styles and literary movements. Ted Hughes, Sylvia Plath, Seamus Heaney, Robert Frost and Brian Patten are those featured.

My Poetry is Life is a study of teenage poetry writing, which, despite its sloppy typography and comic-book dust jacket, is well worth exploring. In the first of three parts, the author argues that there is a need for greater fluidity of form and catholicity of subject matter in young people's writing. Only when we really know the adolescent will he have the confidence to produce his best work. The adolescent is all the time wanting to live out "the sense of daring and desire to experiment occasioned by his mental and physical growth, but finds that society makes little or no provision for the expression of such needs". It is this tension which the teacher should catch and capitalize upon in creative writing exercises.

Mr Brindley points to the poetic virtues of brevity, clarity, sincerity and the primacy of meaning which must be put across to the pupil, and discusses the use of gimmicks (here he includes paintings, drama, music, photographs, sound effects, walks) and the model of other poets to encourage writing.

The middle section contains a selection of poems on different themes very real to young people, which the author has drawn out of his pupils. The more successful sustain a simplicity of style and profundity of thought which are identifiably adult; it would be instructive to know the ages and backgrounds of the contributors to avoid discouraging many teachers. A well constructed lesson programme for years one to four that looks at individual poems week by week, and which appears in the teaching aids section, is a splendid time saver for the hard pushed teacher.

Hardy to Hughes is a selection from 32 poets of the twentieth century: Thomas Hardy, Wilfred Owen, Robert Graves, D. H. Lawrence, W. H. Auden, Louis MacNeice, John Betjeman, Philip Larkin, R. S. Thomas, Laurie Lee, Charles Causley and Ted Hughes. The range offers both an introduction to the poetry of our century and allows detailed comparison in discussion.

The questions which are presented as an appendix, and thus call for much time consuming turning of pages, are well suited to CSE and O level work, though, with the emphasis firmly on critical analysis, students at A level may find the suggestions for assignments on contrasting style and genre particularly interesting. Some annotation of the poems might be looked for in a second edition.

English Poetry is S level and undergraduate fodder. The unusual feature of this collection of critical comment is that all the pieces are taken from recordings of unscripted talks. The "ums" and "ers", the false starts and repetitions have been edited out, and as the introduction reassures us there does indeed remain "a real sense of the speaking voice and of the mind revealed in the actual process of thought". From Chaucer through the Augustans, the Romantics and Yeats to T. S. Eliot and Dylan Thomas, the critics weave intellectual knots and, adding notwithstanding, tend to digress.

Despite the publishers' claim to the contrary, the academic spooning is difficult to keep up with for all but the learned enthusiast. There are two glimmers of light. Cyril Connolly and Stephen Spender chatting about their poetry of the 1930s come refreshingly to life; theirs is altogether the approach of poets and writers and not purely academic. The other is Ted Walker's chapter on the process of composing a poem, on the one hand to order, and on the other as a slowly developing series of images.

This last would be an ideal starting point in a sixth form seminar. The subject—What is poetry?

Poetry Workshop. by Michael and Peter Benton. English Universities Press. £1.45. 340 16201 5.
My Poetry is Life by D. J. Brindley. Arthur Stockwell Ltd. £2.00. 7223 0723 3.
Mary to Hughes. Edited by Eric Williams. Edward Arnold. £1.50. 7131 0041 9.
English Poetry. Edited by Alan Sinfield. Sussex Books. £1.85. 905272 01 3.

Roy Blatchford teaches English at Stockwell Manor School, South London.

Creative English for Middle and Lower Secondary Schools

CREATIVE WRITING IN PRACTICE

By L. E. Grady and D. P. Wilcockson

Teachers Handbook	0 216 90166 9	Limp £2.90	☐
Pupil's Book	0 216 90167 7	Limp 85p	☐

The Handbook for Teachers is a practical book which examines the relationship between creative writing and prose, poetry and drama. Each is dealt with in a separate chapter which gives foundation material and basic principles of practice to enable teachers to build up their own schemes which can be moulded to suit differing needs and circumstances.

The techniques described are based on ideas which have been thoroughly tested in the authors' own schools, and they seek to escape the traditional reliance on a formal grammar based exercise and routine repetition, feeling that the joy of writing creatively is something which should be experienced by all pupils.

The *Pupil's Book* is intended to cater for a wide range of ability. There are 5 main themes—The Sea; The Machine Age, Pets, The Prisoner, Loneliness—each subdivided into three or four sections. Each theme is attractively illustrated by drawings.

The authors have supplied much of the groundwork on each of the themes, along with examples of work by pupils and by recognized writers, leaving the teacher free to choose the direction and depth of development.

Make sure of your inspection copy by cutting out this advertisement ticking the appropriate boxes, or write to:

BLACKIE and SON LTD
BISHOPBRIGGS GLASGOW

Fill in your name and address here
Name .....
School .....
.....

Studies in English Literature

General Editor: David Daiches

60: F. Scott Fitzgerald: The Great Gatsby
John S. Whitley
Cloth £2.95
Paper £1.50

61: John Gay: The Beggars Opera
Peter Elfed Lewis
Cloth £2.95
Paper £1.65

62: Patrick White: Voss
William Walsh
Cloth £2.95
Paper £1.60

An Introduction to English Studies

R. L. Brett
Second Edition
'. . . a comprehensive source of reference for sixth-formers and students starting courses at universities and training colleges.' *Times Educational Supplement*
(of the first edition)
Paper £1.65

Experiments in English Teaching

Edited by David Craig and Margot Heinemann

English should recognize its natural function as the study of all the media of creative self-expression—song as well as poetry, television as well as theatre. The editors have drawn together their own and other people's experiences of teaching courses under the name of 'English' or related cultural studies. These fifteen articles give a factual, evaluative, and sometimes polemical account of the transformation in literary and cultural studies today, and the tangible results emerging.
Cloth £5.00
Paper £2.50

An Introduction to English Poetry

Laurence Lerner

Introduces the reader to a variety of approaches to the study and enjoyment of poetry. The poems discussed in these fifteen essays show the development of English poetry from the sixteenth to the twentieth century.
Cloth £5.00
Paper £1.95

Edward Arnold
25 Hill Street,
London W1X 8LL

The Hampden Group

Josie Levine on closing the gap between 'special' and 'normal' English classes for second language learners

Attention has been given to the special needs of children from non-English speaking backgrounds. But they often seem to get caught between "special" and "normal" English classes.

One class may bear little relation to the other and this lack of connexion is not simply because of poor teaching. Each teacher may be working to the accepted methodology of their field. But, while they are both doing something called "English" or "language development" they usually get into it at very different points. They may also be using different classroom organizations and have widely differing notions of social roles and relationships in the classroom. There are, too, differences in the range, kinds and combinations of language skills upon which they can call.

Some people might like all non-English speaking children to spend much longer in special classes, hoping that the longer they stay, the greater the native-like competence acquired. But, the linguistic facts do not add up to such a sum. Nor, happily, is it administratively possible. Second-language learners in most areas will be in normal classes either immediately or within months of starting. It is unreasonable, therefore, to expect them to know enough English to take part in normal lessons without help.

Recommendation 258 of the Bullock report says "... there should be close cooperation between subject teacher and language specialist". This could merely involve describing the mode of teaching in any particular class, or go on to include declaring what activities will be taking place and trying to work out ways of helping children to do the same kinds of activities as the rest of the class—even if what they do is not of the same complexity.

The responsibility for help rests on both sets of teachers. This may mean some special language classes becoming more like normal English classes. (That, after all is the ultimate aim: they should be able to do the things beside their ESL—talking, reading, writing—in normal English classes, if they have not already learnt to do it, with material is, at every level, also very low. This is true across the whole ability range; as an examiner of A-level English I can vouch for the fact that many English teachers regard information about rhyme schemes and figures of speech as the most interesting part of studying poetry. This is even more serious for the non-academic pupils whose only chance of any culture may be at school. How is this adolescent being educated? She is reading *Fifteen* and making a scrapbook of pop stars for an integrated studies project on the theatre.

This watered-down, ranch-rate material is not, of course, confined to the English department. There is a lifeless modern translation instead of the Authorized Version of the Bible in assembly, music departments with pop music courses and mathematics departments organizing chess games against computers. But it is English that concerns me at the moment, where our raw material, our subject, leaves us free to choose from the whole range of English literature—and where all too often the set book is more likely to be *Sam and Me* than Shakespeare.

The teacher may be lucky to find himself with books to read at all.

Three years after they began the group got together again at Hampden Road with Josie Levine. From the left: Djingis Mehmet (14), Raksha Patel (14), Atulesh Patel (17), and Harikrishna Patel (15).

need to accept the children, right from the beginning, as part of the class.

In a mixed-ability class, for example, some of the lessons might be class lessons and some might be workshop lessons. High status might be given, let's say, to creative writing.

What help can the two teachers offer a second-language learner to help him to write?

The work of the Hampden group gives some pointers. Other activities, both linguistic and non-linguistic, helped with writing, and a responsive audience encouraged real commitment—and not only me, but also the response of a wider unknown audience who read the printed versions of the children's stories. Models of various kinds offered the children both a framework and the means of expressing themselves. Talk with the writer about grammar, ways of expression, understandability, plotting, characterization and emotion are an opportunity for some individualized second-language teaching. But development in children's writing is not always discernible from one piece to the next. It takes time; different children initiate ideas at different times, thereby teaching each other.

When the Hampden group was first formed all the children in it came from non-English speaking backgrounds. They met once a week, and gradually things developed such as playing and working in the garden, watching television, playing dominoes, making tape recordings, drawing, typing, borrowing books, initiating stories which were sometimes done together and sometimes not.

At first, I would type their stories as they told them—and negotiate with them over grammar and expression. They would permit changes only when they were certain that what I offered actually said what they meant. Otherwise, they insisted on their own forms. This telling and negotiating and their seeing how things were put down helped them to see how to do their own writing later. One kind of model.

Nor is it always the "favoured" children who take the next step. Atulesh who suffers from brain damage was the one who started writing at home. He made that respectable. Another kind of model.

Yet another kind of model was seeing what others were doing. Some girls in a special language class had read *Hackney Half-term Adventure* (Ken Worpole, Centreprise), and decided to do a similar book themselves. We worked on the photographs, sorted and ordered them, retold the story from them, and did a critique of the illustrations. It inspired their first effort: *The Lost Money*.

continued on opposite page

He may be part of a team "teaching" a concept like "poverty", or he may be involved in some pseudo politico-philosophical debate about linguistics, or urged to use audio-visual aids. Aids to what? I wondered, as yards of expensive tape gushed out of the space age television set. Are we helping our pupils by substituting ersatz study for the real thing, or are we insulting them, and hindering them from educating themselves?

There is of course a place in the English department for simple readers for adolescents still learning to read, but this is a small specialised area. Otherwise, I do not think we can justify giving pupils — often those already suffering deprivation —anything less than the best. I am not of course advocating study of *The Golden Bough* in fourth year bottom stream pupils, but I do know from experience that those who cannot read at all or read with difficulty, need not be cut off from literature. The great popular English writers, Shakespeare and Dickens, have always appealed to audiences on many levels—the groundlings of the seventeenth and nineteenth centuries might well have been illiterate —and I have never yet taught a class that did not enjoy these writers.

One summer term I read *A Midsummer Night's Dream* with a class of 14 year-olds. As usual this was a success and we decided to embark on something more ambitious like *Macbeth*. We were lucky enough to have that old fashioned shortened school edition of Shakespeare published by Ginn and Co in stock, ruthlessly cut in places but very valuable in the classroom. The ability of the class ranged from average to those who could not read. About half had some difficulty in reading so I was prepared to abandon it after a few scenes.

Apart from the problem of finding competent readers to take parts, and a feeling that it was unfair for Miss to be both Macbeth and Lady Macbeth the attention of the class was riveted and even the normally apathetic became enthusiastic. We

continued on page 46

Nothing but the best

A plea from Mary MacRae

In my first term as an English teacher at a large inner London comprehensive school I had a salutary experience. Fairly new to teaching, and absolutely new to the conditions of a large urban school, I battled wearily with a low stream, fourth-year class on the boring and trashy reader allocated that term, when I caught a girl reading under the desk. I snatched the book away and held it at arm's length. It was Ibsen's *Ghosts*.

In the current debate on standards, shock and dismay have been expressed at low levels of attainment, yet this is hardly surprising when the standard of school

NEW LOOK
Wide Range
Coming next month!
Wide Range Readers Blue and Green
Books 1–6 completely revised and re-illustrated
OUP

Headlines

General Editor: John L. Foster

1. Daredevils
Mike Samuda

2. Survivors from the Sea
Rod Hunt

3. Remarkable Animals
Rod Hunt

4. Record-breakers
John L. Foster

Headliner provides a bridge between remedial schemes and full length books. Each of the four books consists of five true stories of adventure or achievement, illustrated, and written in a lively but simple style, with a reading level of from 8-10. The pages have been carefully designed so as to contain little text, while maintaining the appearance of an adult paperback.

Publication November
Paper 65p each approx

An Introduction to CSE Multiple Choice English

Clifford H. Fisher

Suitable for students of lower ability, this Multiple Choice Test Book includes some general English studies to assist the student. A reading list is given at the end of each section and a series of follow-up studies is provided.

1 imp £1.30

Action Pack

48 Cards for Drama

Sue Porter

Cards designed to act as a stimulus for drama. They are suitable for mixed ability groups of 9-14 year olds.

Publication October
Boxed £3.00 approx

Please send me the titles I have ticked for my inspection.

Name

School

School Address

Edward Arnold
25 Hill Street,
London W1X 8LL

Basic English—university level

The City University of New York has had to tackle mixed-ability teaching of a kind unknown in Britain, writes Suzanne Wiener

Is extensive remedial teaching in basic English possible at university level? This question is being asked at the City University of New York which has faced formidable problems since it went "comprehensive" in 1971.

For one thing, CUNY's student population is much more than 200,000. For another, the many senior, community and upper division colleges—not to mention post-graduate units—stretch incompatibility to its limits.

City University was, until recently, the only municipally funded free university in the United States: a "proletarian Harvard" and a source of inspiration to successive waves of immigrants. Few institutions have had such an effect on a city.

"Comprehensive education" at CUNY, it should be explained, involved a policy of open admissions for all New Yorkers with a high school diploma or its equivalent. This is mixed ability teaching of a kind unknown in Britain: every student was offered a free university place regardless of his reading or writing skills.

It is even more extreme than it sounds for the literacy of some of the City University's undergraduates is close to non-existent. The student body reflects New York's ethnic and racial diversity. Many students from poor southern black families are unfamiliar with competitive academic mores and others are first generation migrants from countries as linguistically and historically diverse as Puerto Rico, Hongkong and Haiti. A large number, not surprisingly, have language problems and lack experience.

Yet this unprecedented experiment has not been a total fiasco, and it is useful to ponder why. Admittedly, the open admissions policy has brought about a decline in academic standards. Many good courses have been sustained and some strengthened by the new ideas and more heterogeneous intake, but some gifted students, the quondam beneficiaries of selection, are beginning to search for greener pastures. They feel threatened by a pervasive mediocrity and are justifiably resentful of being neglected.

In a cultural landscape unconducive to traditional standards, administrators have found it all too easy to agree to plans for "relevant" courses and fewer external restraints.

Fortunately—and this may ultimately justify the enormous financial and academic costs of open admissions—the university has had success with its less academic students. It has run remedial English courses from which students can go on to a full academic programme. Students are streamed and only introduced to a more rigorous academic course in stages according to skill and experience.

The university's English departments have had to carry the burden of this work and many have done well. Their strategies for improving reading and writing range from the use of tape recorders, videotapes and other mechanical aids to intensive tutorials concentrating on grammar and spelling, the last one the most successful.

Frustrated Chaucer specialists and unrepentant classicists (two species, alas, in imminent danger of extinction at CUNY due to lack of students) have been pressed into service to teach remedial students. Large numbers of professionally trained outsiders, especially those experienced in teaching English as a second language, have also been hired. Often working on an inter-departmental basis, these specialists have introduced new techniques and had more success than other teachers lacking the training.

The success or failure of all this cannot yet be gauged. It is clear that many students—however clever —will be unable to overcome the years of inadequate training in basic English skills and lack of exposure to academic life. Even with the best will in the world and the most imaginative remedies, success cannot always be achieved in a term or a year. Thus large numbers of open admissions students are already dropping out, scarred doubly by the frustration of failure at a mature age and by knowing the stakes of failure are high.

Other students—often against all odds—do make it. They are a minority able to translate ability and determination into success. Their commitment is considerable because they have a university education they did not expect and, in many cases, see themselves as victims of prejudice and discrimination. Almost certainly, they started out with respectable standards and so were seen as redeemable.

But how many students never have the opportunity to show what they can do? This is a fundamental question because its implications—in wasted human lives and social productivity—are so significant, and should not be treated lightly. For this reason all those who believe in the potential of education should look closely at the City University of New York in the years to come.

Suzanne Wiener is a research associate, Teachers College, Columbia University.

continued from page 44

By now, the initiative had moved to Harikrishna. *The Lost Money* was his plot. He saw it as a film and set it down as a story-board. I was interested in the plotting and engaged in a tough battle with him to get the losing of the money more credible. I lost. He was much more interested in the stresses and joys of losing and then finding something.

The others got involved because of "acting" parts in the photos.

All of them lost interest in writing the story. But, they did want a book. It was only when the cover, title page and back page had been designed that anyone showed any willingness to deal with words. Two others, Djingis and Raksha, took over. They dictated while I typed. Then we shaped and designed the book.

They had seen the whole process now from idea to printing, and it was at this point that the writing really took off. That day, Djingis started a story which he designed straight on to the page, and, after I had read bits from George Layton's *Balaclava Story* and *The Holiday* (from *A Northern Childhood*, Longman), he wrote three others—including one of his printed works: *The boy who couldn't do his homework*.

Harikrishna started writing on his own, too, and hasn't stopped since. He has a folder of something like 50 stories just waiting to be edited and printed. The task of choosing is daunting. Atulesh prefers to type, and Raksita reads.

The children make mistakes; some of their expressions are quaint others need teasing into understanding. Sometimes their stories are boring—but they are only human, and being human, they also get better and better.

What I have described is just one aspect of one part of the work that goes on under the heading of "English". What I try to do is to combine the good practice of normal English teaching with foreign-language teaching techniques. My success is relative. However, the discussion is wide open both in writing and other aspects of English teaching. Anyone interested in discussing ways of bringing the two Englishes closer together for the children can write to me at London University Institute of Education, 20 Bedford Way, London WC1.

Josie Levine is a lecturer in English at the London University Institute of Education.

Macdonald & Evans
Annotated Student Texts Series

General editors: M. ROBERTS and D. ROPER

This series has been devised principally to encourage the reader *to read the text* of the author whose work is being studied. The annotation is designed as a tool with which to read the text.

The books in this series do not contain individual pieces, but what are by common consent *key volumes*, so that each piece appears in its original context. In this way, the overall impression of each volume is put firmly back in the hands of its author.

Readers will find that these books contain "standard" texts on conventional lines, and the text of a poem in one of their volumes, therefore, will normally be that which the reader is most likely to meet in other contexts. The textual status of each volume is fully described in the Note on the Text with which it begins. Other features of the series are: a list of principal dates in the author's life; critical extracts, and a bibliography.

Titles in the series to date are as follows:—

BLAKE—Songs of Innocence and of Experience and Other Works, Edited by R. B. Kennedy £1.65
BROWNING—Dramatis Personae. Edited by F. B. Pinion 85p
BYRON—Don Juan (1819). Edited by Brian Lee 75p
DRYDEN—Absalom and Achitophel and Other Poems. Edited by Phillip Roberts £1.25
HAZLITT—The Spirit of the Age. Edited by E. D. Mackerness £1.50
KEATS—Poems of 1820. Edited by D. G. Gillam 75p
MILTON—Poems of 1645 and Comus. Edited by Brian Nellist £1.50
POPE—An Essay on Criticism. Edited by Raymond Southall £1.75
RUSKIN—"Unto this Last". Edited by P. M. Yarker 75p
SHELLEY—Alastor and Other Poems; Prometheus Unbound and Other Poems; Adonais. Edited by P. H. Butter £1.00
TENNYSON—Poems of 1842. Edited by Christopher Ricks. £2.00
EDWARD THOMAS—Poems and Last Poems. Edited by Edna Langley £1.75
WORDSWORTH and COLERIDGE—Lyrical Ballads 1805. Edited by Derek Roper £2.00

Send for the 1976 Macdonald & Evans Language and Literature Catalogue

Macdonald & Evans
Estover Road, Plymouth PL6 7PZ

English books and dictionaries from CHAMBERS

ANCHOR BOOKS
A NEW SERIES
Thematic anthologies for children from 11—14. A selection of imaginative texts and illustrations carefully chosen to provide a basis from which one can develop individual and group work, comment and discussion. Inspection copies available on publication.
Pupils' Anthologies 96 pages, Limp £1.00
The Sea
Men and Animals
Teachers' Book 48 pages, Limp £1.25

DICTIONARIES
a complete range
Chambers have a dictionary for everyone at school or college.
Young Set Dictionaries—
a unique staircase of children's dictionaries ranging from a full-colour picture book to a first adult dictionary
Dictionary One 45p
Dictionary Two 55p
Dictionary Three 90p
Dictionary Four £1.20
School Dictionary 60p
a basic dictionary for junior and middle schools—excellent value!
Essential Dictionary £1.40
an easy-to-use dictionary of essential words for lower secondary
Students' Dictionary £1.75
fully revised and up-to-date—the ideal dictionary for upper secondary
Twentieth Century Dictionary £5.50 net
the most comprehensive single-volume dictionary. (not available on inspection)

If you wish to receive an inspection copy of any of these books
CUT OUT THIS ADVERTISEMENT
and return it to us at the address below, marking titles you are interested in seeing.
Name
School
Address
CHAMBERS
11 Thistle Street Edinburgh EH2 1DG

Enigmatic clarity

By Stephen Barber

Borges on Writing.
Allen Lane £3.00. 7139 8784 3.
Introduction to English Literature.
By Jorge Luis Borges.
Robson Books £2.25. 903895 27 7.

Borges's stories appeal to scientists and crossword enthusiasts more than to literary people, yet their literary value is high. They neglect character for paradoxes of time and eternity, and are told in a style of enigmatic clarity. Yet they are also more traditional than they look, for they belong to the same form as the stories of Poe and Kafka. All three writers reject realistic narrative for intellectual puzzles and dreams which may become nightmares. When they do use narratives, we may expect obsessional details and a macabre ending. They are hard to forget: the imaginary worlds of Tlön and the Babylonia lottery, Funes of the perfect memory. And all critics should remember Pierre Menard, who set out in the twentieth century to rewrite *Don Quixote* in the original words but without consulting Cervantes.

Borges has become a cult outside his own country thanks to translations which seem at least as good as the originals. There is a curious parallel with Poe, whose French versions are said to be better than their originals. We can understand the excellence of Borges in English from *Borges on Writing*, which shows the writer collaborating with his translator and willingly accepting his influence. "We don't think of ourselves as two men when we are working. We are two minds attempting the same goal." Two collaborators become a "third man" when they forget personal circumstances and "yield themselves completely to the work".

This humility comes partly from Borges's own practice in translation, and partly from his respect for language and traditional forms. He regards a poem or a story as a gift which he must work to capture in words, but doing so is less like acquiring than freeing oneself of property.

He does not remember his own work, and there is a delicious moment when an unconscious quotation prompts the comment: "I am quite incapable of inventing. I must fall back on that minor South American writer, Borges." This is vintage Borges, and though the book was not actually written by him but derives from tapes of seminars he gave, it shows his mind at work as his formal and polished productions cannot.

Apparently there are many English constructions in Borges's Spanish. He certainly knows English literature well, but his *Introduction* is unworthy. Borges was already blind when he wrote or dictated it. A collaborator and two translators were involved but goodness knows what they were all doing. This tiny book (78 pages) has too many mistakes. To say Falstaff's humour is uncharacteristic of the seventeenth century is wrong in several ways at once. There is a muddle about Wordsworth which one of those three helpers should have spotted.

In a short book everything hangs on good choices, but here they are merely quirky. Minor travel writers rate a mention when Jane Austen does not; indeed, Borges seems uninterested in fiction apart from short stories. However, the book has interest in revealing his heroes: Browne, de Quincey, Stevenson, Morris, Chesterton. His favourite English poet is Coleridge and he firmly accepts Anglo-Saxon poetry as part of the tradition.

But the rich literary essays of *Other Inquisitions* show up this *Introduction* as feeble. It is a sign of the haunting power of Borges's stories that such scraps from a writer's workshop as these can find a market.

Bloodless orgy

Joseph Conrad. By Edward Crankshaw.
Macmillan £7.95. 333 18636 2.
(second edition)

In 1936 when this monograph was first published, Joseph Conrad was to most critics little other than a man of sea and jungle. One of the first to proclaim Conrad's genius in the years after his death when he was unfashionable, Edward Crankshaw's book was that of a young man championing his literary cause, by turns too subjective and assertive.

He calls his study a "bloodless orgy", fighting in vain to come to terms with the genius of his subject. Where he does succeed is in suggesting the spirit of a great novelist, but this is not achieved without much sweat and blood from the reader who must force on through 250 densely written and unindexed pages.

His first three chapters examine Conrad the human being—the Polish exile, sailor, naturalized Englishman loving his new country, the bare essentials which are to become the tangible thread of his novels. Conrad was oppressed by a sense of evil which was to him an irresponsible force wandering at large in an ordered and respectable society.

His characters' strengths are *honour, courage, endurance* and duty; yet the ironic spirit in the novelist allows the ruin of his heroes through an excess of the very qualities that give them life.

Crankshaw calls Conrad a "subjective visionary committed to the ideal of objectivity", moralizing through a mouthpiece, never intruding himself into the framework of the plot. There is, he contests, hardly a single invented character in Conrad's entire output *and he dwells at length on this* inability to invent. Conrad chose rather to pile agony upon agony in a protagonist's life by making him experience in a brief space of time a series of events shared in real life by many people over a lifetime.

The later chapters treat the uneven greatness of the major novels—*Nostromo* and *Under Western Eyes* — with a bewildering depth of cross reference, and anticipate in the reader a familiarity with the texts that only Conrad devotees will have. This is a specialist's volume which without bibliography or index will be of little purpose on the school library shelf.

RB

continued from page 44

read the play to every day's lesson until we had finished and then we read it again. I have never heard such rapt attention in the theatre as that class gave to a very imperfect reading of "I have given suck".

Dickens, of course, is perfect for reading aloud, and again pupils who find difficulty in reading can simply listen and enjoy. I had certainly never realized before I read *Oliver Twist* aloud with a very low ability fifth year group quite how dramatic and *terrifying* is Nancy's death and Sykes's subsequent flight.

All this, of course, is not saying anything very new. But it is a plea not to fob off our less able pupils with "relevant" material to offend them. It is a plea not to lose confidence that we are right in doing what it seems all teachers of English have lost confidence in themselves and their subject and are too ready to join an integrated studies team to teach "war" or "poverty".

We are doing something easier and aiming higher by trying to communicate an enthusiasm for our subject. We cannot accomplish miracles in school. We cannot—nor should we attempt to—restructure society. We cannot even teach some of our pupils to read. But we can ensure that what we do is done properly. If a child is capable of spelling, punctuating and writing correctly, he should be taught to do so. We can offer real literary experiences to all our pupils and hope now and then to awaken an individual response. If that seems a modest ambition it is, at least a respectable one.

BBC School Radio and Television 1976-7

See more, Hear more

Radio and television offer you strong resources for teaching English.

Writers of today — Aural English
Language reading skills — Specially commissioned plays and stories
The literary heritage

Get full details of English series in the BBC *Annual Programme* in all schools. Also in Leaflet on English and Reading in all secondary schools.

Order publications accompanying the broadcasts from BBC Publications, (School Orders Section), 35 Marylebone High Street, London W1A 4AA

BBC

English Romantics

By Roy Blatchford

Byron: Childe Harold's Pilgrimage and other Romantic poems. Edited by John Jump.
Everyman University Library £3.25. 460 10005 X. Paperback £1.65. 11005 5.

Shelley. By Gillian Carey.
Evans £2.80. 237 44820 3. Paperback £1.25. 44821 1.

Browning: Men and Women and other poems. Edited by J. W. Harper.
Everyman University Library £1.00. 460 10005 X. Paperback £1.65. 11427 1.

John Jump, in his crisp and pertinent introduction to Byron's poems, asks the question who were the two greatest English Romantic writers? He contests that a twentieth-century British reader might well answer Wordsworth and Keats; if challenged to reconsider, he might substitute Blake or Coleridge or Shelley—yet a continental reader would opt for Byron and Scott and leave it at that.

For Lord Byron's poetry embodies sentiments and ideas more closely approximating to those of the French and German Romantics than does that of any other leading English writer of the time, and the principal poem of this selection, "Childe Harold's Pilgrimage", symbolizes this image of Byron as the passionate and sardonic, aristocratic and uninhibited romantic playboy of the Mediterranean Sea: throughout the four Cantos this guise blurs hopelessly with the alleged persona of the indeterminate tourist Harold. "Mazeppa", alongside the Pilgrimage echoes Don Juan's quest for freedom, while the inclusion of several shorter lyrics ("She Walks in Beauty" and "When We Two Parted") highlights, in Professor Jump's words, the "precarious humanism" which underlies Byron's strong love of liberty.

Byron's admiration for Shelley was constant: "the best, the least selfish man I have ever known"—and while Gillian Carey shows the latter to have been a little over-waxing and waning than that, she unhesitatingly leads us along his meteoric path to death in the Bay of Spezia with a refreshing and learned eye (the Literature in Perspective series is aimed at the young reader and the intelligent layman) with a rejection of arcane critical jargon and with a constant reminder of our neglect of this major English poet. The longer poems each merit a chapter's meticulous and enlightening critique.

A little more than 30 years since Shelley's death the new poetry acclaimed by the Pre-Raphaelite movement went on trial before the British public in the shape of Robert Browning's "Men and Women". J. W. Harper points to its place among the finest single volumes of Victorian literature, and to its modernism in Browning's efforts to break through the surface of experience and explore the darkest secrets of the subconscious mind, at the same time setting the poem full against some of the earlier and later verse. In the light of the first hostile reception in 1855, tempered only by the enthusiasm of the young, what today's student makes of this vision of love as indubitable, revelatory, the climactic experience of life, despite the erudition of the introductory material, is an unequivocal assertion of "autres temps, autres mœurs".

3 New English Series

IT'S BACK TO BASICS

The swing is definitely "Back to Basics" and we have published the following series which is in answer to the current demand and caters to a wide range of abilities and approaches.

Mainline English

T. F. WATSON, G. H. QUINN

A basic language series covering the main elements of language—syntax, vocabulary, usage and interpretation—through basic explanation of major points and sets of consolidation exercises, with continuous opportunities for revision.

5 Books for 7 to 12 year-olds

Books 1 to 3, 64pp each, 90p Books 4 to 5, 80pp each, £1.10

Scope for Reading

J. LOVE, G. LIVINGSTONE, CATHERINE ALLAN

A new series of three books for Reading Age 8 to 12, which promotes enjoyment and understanding of our written language through graded testing in higher-order reading skills. These skills—comprehension at the explicit, inferential, reorganizational and evaluative levels—are developed through discussion and further study. Each book is arranged in thematic units and the extracts reflect a variety of styles—fiction, fact, newspaper articles, poetry, diagrammatic and chart material and advertisements. Teachers' editions are available for each book.

Pupils' Books, each £1.25 Teachers' Books, each £2.00

Strategies for Language Arts

THORN, BRAUN, RICHMOND

This Canadian series, published by Gage Educational, is designed to help middle and lower Secondary School pupils acquire and develop the four skills of listening, speaking, reading and writing. The readers contain topics to motivate reading and stimulate discussion. The programme includes graded thematic readers, accompanying Pupils' practice books; interpretation books and comprehensive teachers' books—three sections: People Like Me; Something to Remember; How Many Miles? Prices on request.

For inspection copies and full details write to:—

Holmes McDougall Limited,
137-141 Leith Walk,
Edinburgh EH6 8NS

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Deputy Headships Senior Masters/Mistresses 47
Other Appointments 47

Primary Education
Headships 47
Deputy Headships Senior Masters/Mistresses 48
Heads of Department 50
Scale 2 Posts 50
Remedial Posts 51
Scale 1 Posts 51

Middle School Education
Headships 51
Deputy Headships Senior Masters/Mistresses 51
Domestic Subjects 52
English 52
Mathematics 52
Music 52
Physical Education 52
Other than by Subjects 52

Secondary Education
Headships 52
Deputy Headships Senior Masters/Mistresses 53
Remedial Posts 54
Art and Design 55
Classics 55
Commercial Subjects 55
Domestic Subjects 55
Economics 55
English 55
Geography 56
History 56
Humanities 57
Mathematics 57
Modern Languages 58
Music 58
Pastoral 59
Physical Education 60
Religious Education 60
Rural Studies 61
Science 61
Social Studies 63
Speech and Drama 63
Technical Studies 63
Other than by Subjects 64
Appointments in Scotland 64

Sixth Form and Tertiary Colleges 67
Headships 64

Special Education
Headships 64
Deputy Headships Senior Masters/Mistresses 65
Heads of Department 65
Scale 2 Posts 65
Scale 1 Posts 65

Independent Schools
Headships 66
Deputy Headships Senior Masters/Mistresses 66
Art and Design 66
Classics 66
Domestic Subjects 66
Economics 66
English 66
Geography 67
History 67
Mathematics 67
Modern Languages 67
Music 67
Pastoral 67
Physical Education 67
Religious Education 67
Science 67
Speech and Drama 67
Technical Studies 67
Other than by Subjects 67

Preparatory Schools
Headships 67
English 67
Music 67
Other than by Subjects 68

Colleges of Further Education
Directors and Principals 68
Heads of Department 68
Other Appointments 68

Universities 69

Colleges of Education 70

Colleges of Higher Education
Heads of Department 70
Other Appointments 69

Adult Education 70

Community Homes and Associated Institutions
Headships and Deputy Headships 70
Other Appointments 71

Assessment Centres 71

Youth and Community Service 71

Overseas Appointments 71

Administration
Local Education Authority 73
General 73

Educational Psychologists 75

Examiners 75

Librarians 76

Ancillary Services 76

Miscellaneous 76

Outdoor Education 76

English as a Foreign Language 76

Appointments wanted 76

Other classifications

Public Notices 76
Educational Courses 76
Awards and Scholarships 77
Personal Announcements 77
Exhibitions 77
For Sale and Wanted and Postal Shopping 77
Holidays and Accommodation 77
Home Exchange Holidays 77
Partnerships 77
Properties for Sale and Wanted 77
Typing and Duplicating 77

Nursery Education

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
QUEENS PARK LOWER SCHOOL
Westbourne Road, Bedford
Required for January, 1977. Scale 2 post with special responsibility for Home/School Liaison. Small new Nursery Unit to open in January and planned to cater for 52 children (40 mornings and 12 afternoons) under the direction of the Head Teacher and with the help of an Assistant Teacher.
Applicants should be nursery trained and have had experience of working with pre-school children.
Application forms available from and returned to Miss M. Bell, Education Officer, County Hall, Bedford.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
(1) MAIDENHALL INFANT SCHOOL
Nowark Road, Luton
Headmistress, Mrs. J. Frankland invites applications for the NURSERY UNIT to be opened in January, 1977 for 40 place Nursery Unit. Scale 1 with Social Priority Allowance.
Application forms obtainable from the Headmistress.
(2) HAMBRIDGE INFANT SCHOOL
Ashcroft Road, Luton
Headmistress, Miss J. Beldry
Required for January or April, 1977, experienced NURSERY TEACHER to be in charge of recently opened 40-place Nursery Unit. Scale 2.
Application forms obtainable from the Headmistress.
(3) SOUTHFIELDS INFANT SCHOOL
Luton
Required for this new school opening in January, 1977:
(a) Experienced NURSERY TEACHER in charge of 40-place Nursery Unit. Scale 2.
(b) NURSERY TEACHER. Scale 1.
(c) SOUTHFIELDS NURSERY SCHOOL
Luton
NURSERY TEACHER. Scale 1 required for this new 80-place school opening in January, 1977.
Application forms for Posts (a) and (c) obtainable from and returnable to Southern Area Education Office, Southern Area Education Office, Dunstable House, Dunstable. Tel. Dunstable 604 and for Post (b) from Education Office, Town Hall, Luton. Tel. 794. All to be returned by 1st October, 1976.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.

EALING
(London Borough)
EDUCATIONAL SERVICE
NURSERY TEACHING IN DAY NURSERIES
Following a successful experiment in co-operation between a nursery school and a day nursery, the Authority seeks to appoint as soon as practicable a small number of qualified nursery TEACHERS to work on a part-time basis in day nurseries. At present it is envisaged that four day nurseries (which provide day care for young children under the control of the Social Services Committee) would participate in the scheme for up to one school session per week during term. Applications are therefore invited from TEACHERS who could offer either half-time or full-time service during the normal working week on a probationary period, and who would be prepared to work one session in one location within the Borough. It is expected that the teachers appointed would be generally responsible to the Head of a nursery school, but they would also need to co-operate closely on a liaison with the officer-in-charge of the nursery(ies) they primarily service.
Salary (inclusive of London Allowance) according to conditions of service. Previous applicants will be reconsidered.
In appropriate cases subject to conditions, assistance may be given and/or loans for house purchase, removal expenses, lodging allowances and travel concessions whilst looking for accommodation.
Application forms and further details may be obtained from the Director of Education, North West London Area, Hanwell Centre, Uxbridge Road, London W7 3SU (stamped addressed envelope), to be returned not later than 1st October 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
ADULT COUNTY FIRST SCHOOL (Group 1)
Applications are invited for the HEADSHIP of this school (31 on roll) from January, 1977, on a temporary basis pending decision on school's future.
A three-bedroomed house is expected to be available for the successful candidate to rent.
Application forms and further details from Senior Area Education Officer, Salford Hall, Cambridge CB5 9PH, returnable by 27th September, 1976.

CUMBRIA
EDUCATION COMMITTEE
ST. BEES R.C. PRIMARY SCHOOL
Carlisle
Aided, 4 to 11, mixed
(roll 147) Group 3
Applications are invited from experienced and well-qualified TEACHERS for the HEADSHIP of this school, which became vacant in January, 1977.
Application forms and further details obtainable from and returnable to the Director of Education, North East Area, Cecil Street, Carlisle, by 1st October, 1976.

DEVON
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Great Street Ope, Devonport, Plymouth
Group 3
Applications are invited from suitably qualified and experienced TEACHERS for appointment, to commence if possible in January, 1977, as HEAD TEACHER of this 2½ stream Roman Catholic Primary School which moved into new premises in September, 1976. Applicants must be practising members of the Roman Catholic faith.
Application forms and details (stamped addressed envelope) from Reverend G. Carey, The Presbytery, 237 James Street, Devonport, Plymouth, returnable to him by the 1st October, 1976.

Primary Education

Headships

BROMLEY
(London Borough of)
Subject to certain conditions, relevant and formal approvals, disturbance allowances and transfer terms and conditions payable to teaching staff already in post. From outside London Group 3
CHISLEHURST HOLY ROSARE JUNIOR SCHOOL
Chislehurst Road, Orpington, Kent BR6 0DT
Group 3(iv)
Applications are invited from suitably qualified and experienced TEACHERS for the post tenable in January, 1977.
Application forms obtainable from and returnable to the Chief Education Officer, Bromley Town Hall, Tweedy Road, Bromley BR1 3UH, telephone 01-467 3000, to whom they should be returned.
Closing date 8th October, 1976.

DONCASTER
EDUCATION COMMITTEE
KIRK BRANWITH FIRST SCHOOL
Braithwaite, Near Stainforth, Doncaster
Telephone: Doncaster 841879
Group 3
In September, 1977, the Kirk Branwith Primary School (Group 2) will open as the reorganisation of education in that area becomes effective. The School (Group 1) for children in the age range 4+ to 8 years of age.
Applications are invited from suitably qualified candidates for the post of HEAD TEACHER of the new school.
The successful candidate will be required to take up duty at the beginning of the Spring or Summer term, 1977, and by the period up to August 31st, 1977, will receive salary as Acting Head (Group 3) having taken duties on 1st October, 1976.
Further information and application forms available from the Director of Education, Princegate, Doncaster, DN1 3LG.

DORSET
ST. MARK'S C.E. VOLUNTARY CONTROLLED INFANTS SCHOOL
Corfe Mullen, Wimborne, Dorset BH21 3RU
Group 3
Applications are invited for the HEADSHIP of this School, which falls vacant in April, 1977. The school is for pupils aged 5-7 years.
Assistance with removal and legal expenses.
Application forms and further particulars from the Staffing Officer (Teachers), Dorset Area Education Office, Dorchester, to whom they should be returned by 1st October, 1976.

DUDLEY
METROPOLITAN BOROUGH
DUDLEY WOOD FIRST SCHOOL
Acacia Road, Dudley
(Group 3)
Dudley Wood Road, Dudley
(Five to eight: 228 on roll)
Required for January, 1977, HEAD TEACHER.
Further particulars and application forms from J. Rice, Director of Education, Education Department, 24 St. James's Road, Dudley, West Midlands, DY1 1HZ (stamped addressed envelope).

DURHAM
COUNTY COUNCIL
Applications are invited for the HEADSHIP of the following schools:
SHINCLIFFE C.E. (AIDED) JUNIOR MIXED & INFANTS
Leamside, Durham
ST. MICHAEL'S "ALL SAINTS" R.C. (AIDED) JUNIOR MIXED & INFANTS
Durham
Application forms, returnable by mid-October, 1976, from the Director of Education, Old Shire Hall, County Hall, Durham DH1 5UJ, to whom they should be returned by 27th September, 1976.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
St. MICHAEL-A-PRAE R.C. JUNIOR MIXED SCHOOL
Ridge Avenue Road, London N13 5JH
(Roll: 460)
Required for January, 1977:
HEAD TEACHER
(Group 3)
Application forms and further details obtainable from the undersigned to be returned to the Diocesan Education Office, 31 Cathcart Hill, London, N19 5JS.
G. Hutchinson, O.B.E., Director of Education, County Hall, Aldwych, London WC2B 5HT. Telephone: 836 8686.

ESSEX
NORTH-EAST ESSEX AREA
WEST MERSEA, EAST MERSEA AND FINGRINGHOE (CHURCH OF ENGLAND (CONTROLLED) PRIMARY SCHOOL
(Group 3)
(Roll: 243)
Required for January, 1977 —
COLSHAM PARK J.M., AND I. SCHOOL
Glendale Road, N17 9SX
(Head Teacher: Burnham (Group 3) (Special Priority) Scale)
HEAD TEACHER for this Junior Mixed and Infants School with effect from 1 January, 1977.
The post is open to male and female applicants.
Closing date: 24 September, 1976.
Application forms and further particulars from the Staffing Officer, to whom they should be returned by 1st October, 1976.

GLOUCESTERSHIRE
HEAD TEACHER required for 1st January, 1977
REDBROOK C. OF E. (CONTROLLED) PRIMARY SCHOOL
Redbrook, Monmouth
(Roll: 56 on 5+, five to 11 years)
Group 1 and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelopes.

HAMPSHIRE
MID HAMPSHIRE AREA
AVINGTON COUNTY PRIMARY SCHOOL
Danes Road, Avington
Itchen, Hampshire
SO21 1BH
(Alton (0420) 86 on roll)
HEAD TEACHER required for this Group 3 School 1st May, 1977.
School house available.
Application forms and further particulars from the Area Education Officer, Scantabout House, St. Swithun Street, Winchester (a foolscap stamped addressed envelope would be appreciated); to whom they should be returned by 4th October, 1976. Assistance with removal expenses in approved cases.

HAMPSHIRE
(PORTSMOUTH AREA)
HILLBURY FIRST AND MIDDLE SCHOOL
Bovercourt Road, Cosham, Portsmouth
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of the above (Group 3) semi-open-plan school.
Further details and application forms available from the Director of Education, Princes Dominion, Portsmouth PO1 2HG, to whom the forms should be returned by the 24th September, 1976.

HAMPSHIRE
(PORTSMOUTH AREA)
HILLBURY FIRST AND MIDDLE SCHOOL
Bovercourt Road, Cosham, Portsmouth
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of the above (Group 3) semi-open-plan school.
Further details and application forms available from the Director of Education, Princes Dominion, Portsmouth PO1 2HG, to whom the forms should be returned by the 24th September, 1976.

HARINGEY
(London Borough of)
Required for January, 1977 —
COLSBAINE PARK J.M., AND I. SCHOOL
Glendish Road, N17 9SX
(Head Teacher: Burnham (Group 3) (Special Priority) Scale)
HEAD TEACHER for this Junior Mixed and Infants School with effect from 1 January, 1977.
The post is open to male and female applicants.
Closing date: 24 September, 1976.
Application forms and further particulars from the Staffing Officer, to whom they should be returned by 1st October, 1976.

DEVONSHIRE HILL J.M., AND I. SCHOOL
Weir Hall Road, N17 8LD
HEAD TEACHER required for this Group 3 School. This designation is a special allowance post, £277 per annum is payable.
London Allowance payable, £483.
Removal expenses—£100 are still allowed.
Application forms, returned addressed envelope may be obtained from the Chief Education Officer's Office, Sobrero House, N.22, to whom they should be returned by 24th September, 1976.

ilea
Inner London Education Authority

For teaching posts in Inner London

See page 61

Education Department

headteacher

Newstead Primary School,
Newstead Colliery, Nottingham.

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 190. Salary: Group 4.

Vacant: 1st January, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing Date: 1st October, 1976.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

METROPOLITAN BOROUGH OF STOCKPORT
Required for January, 1977:
REDDISH VALE NURSERY SCHOOL
Reddish Vale Road, Reddish

DEPUTY HEADTEACHER
(Ref. 299/TES)
Group 2

Applications are invited from suitably qualified and experienced teachers. Special interests should be indicated. Previous applicants will be considered.

Application forms from the Director of Education, Town Hall, Stockport (quoting reference) and returned to the Headteacher by 29th September, 1976.

Ealing
EDUCATION SERVICE

Required for January 1977:
LITTLE EALING FIRST SCHOOL
Little Ealing Lane, Ealing W5 4EA

Applications are invited from suitably qualified and experienced candidates for the post of

HEAD

of this 5-8 First School.
Salary Scale Headteachers' Group 5 plus London Allowance of £402.
Further details and application forms (SAE) available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to whom the completed forms must be returned by Friday 24 September 1976.
In appropriate cases, subject to conditions, assistance *may be granted for legal fees for house purchase,* removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

NORFOLK
COUNTY COUNCIL
Education Department

Required for January:

HEADS

for
1) BUFFIELD PARK INFANT SCHOOL, CROMER (Group 4)

RE-ADVERTISEMENT.
2) GUIST V.A.P. SCHOOL, NR. FAKENHAM (Group 1)

(applicants for this post should, preferably be communicant members of the Church of England).

Application forms and further details can ONLY be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL. Closing date for completed application forms 1st October, 1976. Removal expenses payable in accordance with Authority's scheme.

SHROPSHIRE
EDUCATION COMMITTEE
Holmer Lake
County First School, Telford

Headship
Group 6

Application forms and further details (send stamped addressed envelope) from:
The County Education Officer,
Shirehall,
Abbey Foregate,
Shrewsbury, Salop,
to whom they should be returned by 5th October, 1976.

Salop County Council

LONDON BOROUGH OF RICHMOND UPON THAMES

DARELL JUNIOR SCHOOL
Darell Road, Richmond, Surrey TW9 4LQ

A HEAD TEACHER

is required for Darell Junior School (present Group 3) in January, 1977. In September, 1977, the responsibilities of this appointment will extend to cover the Darell Infant School and Nursery Unit.

From that date the two schools will be amalgamated to form a Group 4 JM/I and Nursery. Applicants should therefore have an interest in, and knowledge of the whole primary range of education.

Outer London Allowance of £287 payable.

Form and further details from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable by October 1, 1976. Please enclose foolscap s.a.e.

PRIMARY
Headships
continued

HARINGEY
(Borough of)
Required for January, 1977 —
NORTH HARINGEY J.M. SCHOOL, Falkland Road, N8
HEAD TEACHER (Haringey Group 6). The school has been designated a New Secondary School and the additional allowance of £301-276 per annum is payable.
London allowance payable, £402.
Hengrave expenses, 10% per cent allowance.
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Office, Somerset Road, N.17, to whom the forms should be returned by 1st October, 1976.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required January, 1977 :
(a) CLOCKHOUSE JUNIOR SCHOOL
(Roll : 421)
Clockhouse Lane, Collier Row, Romford RM5 3QJ
HEADTEACHER for this four form entry Group 3 Junior School.
(b) PINEWOOD INFANTS SCHOOL
(Roll : 260)
Tibbledorne Avenue, Collier Row, Romford RM5 3AH
HEADTEACHER for this two form entry, 4 class Infants School.
There is a scheme for removal expenses.
Application forms and further details available (stamped addressed envelope please) from the Director of Educational Services, Education House, Mercury Gardens, Romford RM1 3AW, returnable by Monday, 27th September, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
CIVIC CENTRE:
Hemel Hempstead
GROVE HILL WEST JUNIOR MIXED & INFANTS' SCHOOL
Washington Avenue
Hemel Hempstead
Appointment for 1st January, 1977.
Applications are invited for the HEADSHIP of the new Group 4 school, one of several serving the developing West Hill area of Hemel Hempstead.
It is hoped that the school building will be completed for April 1977.
Application forms and further particulars from Divisional Education Officer, Civic Centre, Hemel Hempstead, to whom they should be returned by 26th September.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Civic Centre
Hemel Hempstead
TUDOR PARK P.A. SCHOOL
Ringwood Drive, Hemel Hempstead
HEAD TEACHER required from January 1977 for this Group 5 School. Vacancy due to promotion.
Application forms and further particulars from the Divisional Education Officer, Civic Centre, Hemel Hempstead, to whom they should be returned by 4th October, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
BUNTINGBURY COUNTY INFANTS' SCHOOL
Farnesbury Lane
Bishop's Stortford
HEAD required, Group 3, to open 3 classes from January 1977 (Salary £5,106 to £5,760 plus fringe allowance £150).
Application forms and further particulars from the Divisional Education Officer, Civic Centre, Hertford SG13 8BQ.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
COCKERNHOE ANDREWED JMI SCHOOL
(Group 1)
(Voluntary Aided)
Cockernhoe, nr. Luton, Beds
(Roll on roll)
HEAD required for this village J.M.I. School.
Application form and further details available (stamped addressed envelope) from Divisional Education Office, 20 Bancroft, Hitchin, Herts. Completed applications should be returned by 4th October.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
SANDON J.M.I. SCHOOL
Sandon, Buntingford
(Group 2) (Roll on roll)
HEAD required for January for this rural J.M.I. School.
Application form and further details obtainable from Education Office, 20 Bancroft, Hitchin, Herts. Completed applications should be returned by 4th October.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASSISTANT DIRECTOR OF EDUCATION
CANTERBURY DIVISION
HERNE BAY SECONDARY G.S.
Group 4 (Roll 950)
Applications to take effect from 1st January, 1977.
Application forms and further details available from the County Education Officer, London Road, Canterbury, to be returned by 1st October, 1976.
HERNE BAY COUNTY PRIMARY SCHOOL
(Roll 360)
Applications to take effect from 1st January, 1977.
Application forms and further particulars from the Divisional Education Officer, 4/6 Tankerton Road, Whitstable, to whom they should be returned by 30th September.

MAIDSTONE DIVISION
EAST FARLEIGH COUNTY PRIMARY SCHOOL
(Group 2) (Roll 171)
Applications to take effect from 1st January, 1977 or as soon as possible thereafter.
Application forms and further particulars from the Divisional Education Officer, Sandling Road, Maidstone, to whom they should be returned by 4th October.

KIRKLEES
METROPOLITAN COUNCIL
LINDLEY C.E. (A) INFANT SCHOOL
Last Street, Lindley
Group 3 (Roll 180)
Applications are invited from suitably experienced HEAD MISTRESS for the vacancy at this Group 3 Infants' School for an Assistant or Qualified Teacher. Applicants should be teaching Communicant members of the Church of England.
Accommodation and salary allowances in addition to basic salary are payable. Assistance with removal expenses may be given in approved cases.
Application forms (stamped addressed envelope please) from the Director of Education, Civic Centre, Huddersfield HD1 2TG, to whom completed forms should be returned by 1st October, 1976.

LINCOLNSHIRE
MARTLEMOOR COUNTY
PRIMARY SCHOOL
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this Group 3 School, for April 1977.
Application forms and further particulars may be obtained from the Divisional Education Officer, Division Offices, Hatton Field House, Pontefract Road, Louth, LN11 7AG.
Closing date 8th October, 1976.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CLYRO V.P. (C) SCHOOL
(Tel.: Hay-on-Wye 7-53)
Required for 1st January, 1977 a qualified HEAD TEACHER (Group 2) (Ref. 124/C/6.)
Application forms obtainable from the undersigned upon receipt of a stamped foolscap envelope. Duly completed forms should be returned by 7th October.
Robert W. Bevan, Director of Education, County Department, Powys County Hall, Llandrindod Wells, Powys.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
BLACKBROOK R.C. (AIDED) INFANTS' SCHOOL
Group 2
HEAD TEACHER
Applications are invited from suitably qualified and communicant TEACHERS for the above post, to take effect from 1st January, 1977, or as soon as possible thereafter.
Further details together with a form of application are available from the Director of Education, Town Hall, Hardshaw Street, St. Helens, Merseyside WA10 1HP, to whom completed forms should be returned by Wednesday, 22nd September, 1976, at the latest.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
MERTON BANK COUNTY INFANTS' SCHOOL
Group 3
HEADTEACHER
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEADTEACHER of this Group 3 School to take office from January, 1977.
Further details of this post together with a form of application are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1HP, to whom completed forms should be returned by Wednesday, 22nd September, 1976, at the latest.

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. SEBASTIAN'S R.C. INFANTS' SCHOOL
Group 3
Applications are invited for appointment as HEAD TEACHER from 1st January, 1977. Social priority school.
Forms and further particulars from the Education Officer, Chapel Street, Salford M3 5HT, to be returned to Riverend Road, Walkden, M28 3AA. Selection to be held at Walkden.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following posts:
HEADMASTER/MISTRESS
CLIFFORD PRIMARY
Ipswich.
Group 3. Age range five to 11.
CANTLEY PARK
Ipswich.
Group 3. Age range five to 11.
ANTHONY DEY, MARY
Group 2. Age range five to 11.
SUNDAY C.P.
Orford. Age range five to 10.
ST. WALDINGFIELD C. OF E.
Group 2. Age range five to nine.
CAMSEDALE R.C. VOLUNTARY CONTROLLED
Sudbury.
Group 2. Age range five to nine.
ST. PETER AND ST. LAWRENCE VOLUNTARY CONTROLLED
Bradfield.
Group 2. Age range five to 11.
Application forms and further details obtainable from the County Education Officer (Teachers), Shire Hall, Grimwade Street, Ipswich (stamped addressed envelope please), to be returned by 30th September, 1976.

WARWICKSHIRE
BISHOPTON JUNIOR AND INFANT SCHOOL
Clayton Avenue
Bishopton, Rugby
Applications are invited from suitably qualified and experienced candidates for the post of HEADTEACHER of this new Group 4 school to open in January, 1977.
Further details and application forms may be obtained from the Director of Education, Shire Hall, Warwick, to whom completed forms should be returned by 1st October, 1976.

WARWICKSHIRE
BOROUGH OF RUGBY
Applications are invited for the post of
Assistant Director
(Further Education)
Ample time will be allowed for the successful candidate to take up the appointment.
Application forms and further details from the Director of Education, Town Hall, Rugby, to whom they should be returned by 1st October, 1976.

WILTSHIRE
WINTERBOURNE EARLS C.I. (CONTROLLED) J. & I. SCHOOL
(Group 3. Number on roll 320)
HEAD TEACHER required for January 1977 for this school situated in a very pleasant village in Winterbourne Earls about five miles south of Salisbury.
Application forms and further details, large stamped addressed envelope from Chief Education Officer, County Hall, Trowbridge, to be returned by 4th October.

Deputy Headships
Senior Masters/
Mistresses

BARKING
(London Borough of)
FIVE ELMS JUNIOR SCHOOL
(Roll 340)
Required January, 1977:
DEPUTY HEAD TEACHER (Applications are invited from well qualified and experienced candidates for this well equipped and spacious school.
Salary Group 4, £5,360 to £6,146 plus £313 Supplement and £693 London Addition and Social Priority

WARWICKSHIRE
BOROUGH OF NUNEATON AND BEDWORTH
Chief Education Officer's Department
Applications are invited for the following posts:
DEPUTY HEADSHIP
Group 5
Ambien Junior Mixed and Infants' School, Bulkington
Group 4
Applications are invited from suitably qualified and experienced candidates for the above posts.
Application forms and further particulars may be obtained from the Chief Education Officer, Education Offices, Coton House, Nuneaton, to whom they should be returned by 4th October, 1976.

BERKSHIRE
WINDSOR AND ETON COUNTY JUNIOR SCHOOL
Group 4
Required for January, 1977
DEPUTY HEAD TEACHER for this Group 4 school (due to expand to Group 5 by January, 1977). Applicants should be willing to be involved in the opening of a new school. Salary £5,106 to £5,760 plus £150 fringe allowance.
Application forms and further details from the Director of Education, Town Hall, Windsor, to whom completed forms should be returned by 1st October, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
BRADFORD GIRLS' GRAMMAR AND SECONDARY SCHOOL
Required for January, 1977, a DEPUTY HEAD TEACHER for the above for 11 plus entry.
Applications should be addressed to the Director of Education, Municipal Offices, Bradford BD1 1NA, and should be received within 14 days of this publication.

BRENT
(London Borough of)
KILBURN GRANGE SCHOOL
Salusbury Road, NW6 6RG
(Roll: 1,100)
Required for January 1977:
DEPUTY HEADSHIP to be the Social Priority School which has recently been remodelled. The successful applicant is required to reinvigorate the pastoral system, to be primarily responsible for the induction of new staff and to support the Head in all matters relating to the curriculum.
Ability to take any subject within the infants' School would be an advantage but not essential.
Consideration will be given for removal expenses in the case of successful candidate.
Application forms and further information available from the Senior Area Education Officer, Area Education House, Dunstable, on receipt of a self-addressed envelope. Duly completed application forms should be returned by 1st October, 1976.
PETERBOROUGH AREA
YAXLEY COUNTY INFANTS' SCHOOL
Main Street, Yaxley, Peterborough
PE7 3LD
Telephone Peterborough 240918
Group 2
(Roll 280)
Required for January, 1977:
DEPUTY HEAD TEACHER for this open-plan school. There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Further details and application forms may be obtained from the Head Teacher, Mrs J. Weldon (stamped addressed envelope) or at the above address, and should be returned by 30th September, 1976.

SENIOR PRIMARY POSTS

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following posts which will be vacant in January, 1977.

Headships

Chadwell Primary School
High Road, Chadwell Heath, Romford, Essex
Number on roll 386. Group 6

Manford Junior School
Manford Way, Chigwell IG7 4BX
Number on roll 267. Group 5

Wanstead Church of England Voluntary Aided Primary School
High Stroot, Wanstead E.11
Number on roll 236. Group 5
(Applicants for this post should be communicant members of the Church of England.)

Mossford Green Primary School
Fairlop Road, Barkingside, Ilford
Essex IG6 2EN
Number on roll 267. Group 5

Wells Primary School
Barclay Oval, *Woodford Green* IG8 0PP
Number on roll 312. Group 5

Deputy Headships

Downshall Junior School
Aldborough Road South, Seven Kings, Ilford
IG3 8HZ
Number on roll 436. Group 6

Ray Lodge Infants' School
Snakes Lane, Woodford Green IG8 7JQ
Number on roll 263. Group 5

Second Mistress

Highlands Junior School
Lennox Gardens, Cranbrook, Ilford IG1 3LF
Number on roll 547. Group 7

Application forms and further details for any or all of these posts (please state those required) available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, 258-259 High Road, Ilford, Essex IG1 1NN by October 1, 1976.

Redbridge
London Borough

PRIMARY
Deputy Headships
continued

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
GREAT LINFORD COUNTY COMBINED SCHOOL
THE DEPUTY HEADSHIP of this new Group 4 combined school, for January or 480 boys and girls aged 5 to 13, will be available from 1st January, 1977. Applications to the County Council's negotiations committee for removal expenses and lodging allowances will be sympathetically considered. The Council is making houses available for rent to teachers appointed to schools in the designated area, of the new Milton Keynes City Centre which the school is situated.
Application forms and further details obtainable from the Head Teacher, Linford County Combined School, St Leger Drive, Great Linford, Milton Keynes MK14 5BT, on receipt of a stamped addressed foolscap envelope.

CAMBRIDGESHIRE
MARCH AREA
THE HEAD OF BEDFORD FIRST AND MIDDLE SCHOOL
Tennyson Road, Peterborough PE6 0ST
Group 3
(Roll 290)
Applications are invited for the post of DEPUTY HEAD TEACHER for this first and middle school (five to 13) to take up duty in January, 1977.
Ability to teach English and Art/Craft subjects at Middle School level would be an advantage but not essential.
Further details and an application form are available from the Headmaster, Mr. A. Bell, on receipt of a (stamped addressed envelope) at the above address and completed forms must be returned not later than 30th September, 1976.

HUNTINGDON AREA
HUNTINGDON COUNTY JUNIOR SCHOOL
Huntsmoor Way, Huntingdon
Applications are invited from suitably qualified persons for the post of DEPUTY HEADSHIP from January, 1977, to take charge of the Group 2 semi-open plan Group 5 school. Required: Initiative and imagination for the post of Deputy Head in charge of a successful candidate.
Consideration will be given for removal expenses in the case of successful candidate.
Application forms and further information available from the Senior Area Education Officer, Area Education House, Huntingdon, on receipt of a self-addressed foolscap envelope. Duly completed application forms should be returned by 1st October, 1976.
PETERBOROUGH AREA
YAXLEY COUNTY INFANTS' SCHOOL
Main Street, Yaxley, Peterborough
PE7 3LD
Telephone Peterborough 240918
Group 2
(Roll 280)
Required for January, 1977:
DEPUTY HEAD TEACHER for this open-plan school. There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Further details and application forms may be obtained from the Head Teacher, Mrs J. Weldon (stamped addressed envelope) or at the above address, and should be returned by 30th September, 1976.

DEVON
BRIXHAM AREA
BURAN C.E. (A) PRIMARY SCHOOL
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for an appointment to commence January, 1977 as Deputy Head Teacher (Group 3) of the new mixed primary school.
Application forms and details from Area Education Officer, Civic Centre, Plymouth, to whom completed forms should be returned within 14 days.

COVENTRY (City of)
ST. BARTHOLOMEW'S C.E. JUNIOR SCHOOL
(Voluntary Aided)
Applications are invited from experienced TEACHERS for appointment to the DEPUTY HEADSHIP of St. Bartholomew's C.E. Junior School from January, 1977.
Deputy Head Teacher Group 3
The successful candidate should be a practising Christian (Anglican communicant preferred).
The school ceased to new premises in April 1970 and serves a mixed catchment area.
Further particulars and application forms from Director of Education, Council Offices, Coventry CV1 5RS. Telephone 24081, ext. 2345. Jones, Senior Vicarage, Brinklow Road, Coventry. 1st October.

CUMBRIA
EDUCATION COMMITTEE
CHAPEL STREET INFANTS SCHOOL
Station in Furness
(Group 4-7 Mixed, Roll : 200)
Required for January 1977 a DEPUTY HEAD (Group 5).
Application forms and further details available from the Assistant Director of Education, South Division, John Whinnerah Institute, Abbey Road, Barrow in Furness (Tel. 0229-23777) to be returned by 24 September 1976.

DEVON
BROADCLYST COUNTY PRIMARY SCHOOL
(Roll 250)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER (Group 3) to take up duty in January, 1977, with special responsibility for infants.
The successful applicant will be expected to take up the appointment in January, 1977.
Application forms and further particulars (stamped addressed envelope, please) from the Headmaster, Primary Primary School, Broadclyst, Exeter, returnable by 1st October, 1976.

DEVON
HIGHLEGSOME C. OF E. (AIDED) PRIMARY SCHOOL
(Group 3)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER (Group 3 (£5,106 to £5,685) to take charge of the Infants throughout the school.
The successful applicant will be expected to take up the appointment in January 1977.
Application forms and further particulars (stamped addressed envelope, please) from the Headmaster, Hurtwoodmoo Junior Mixed and Infants' School, Hurtwoodmoo, Tiverton, Devon, returnable by 1st October.

DEVON
GLEN PARK PRIMARY SCHOOL
Glenwood, Plympton, Plymouth
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for an appointment to commence January, 1977 as Deputy Head Teacher (Group 3) of the new mixed primary school.
Application forms and details from Area Education Officer, Civic Centre, Plymouth, to whom completed forms should be returned within 14 days.

DEVON
(London Borough of)
EDUCATION DEPARTMENT
Required on January, 1977 :—
(a) ANDLEIGH GREEN PRIMARY SCHOOL
Archbold Green Road, Hornchurch
(Roll : 218)
DEPUTY HEAD TEACHER for this three-form entry Group 3 Infants' School. Enthusiastic TEACHER required well versed in modern methods.
(b) EDWIN LAMBERT JUNIOR MIXED AND INFANTS' SCHOOL
Park Lane, Hornchurch RM11 1BP
(Roll 350)
DEPUTY HEAD TEACHER for this two-form entry Group 4 Junior School. Candidates should preferably be experienced in the work of the primary age range. Special curriculum interests should be stated.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Civic Centre
Hemel Hempstead
ST. THOMAS MORE R.C. J.M.I. SCHOOL
Queensway, Hemel Hempstead
Group 4
DEPUTY HEAD required January 1977. Vacancy due to promotion. Team teaching.
Applicants should show initiative and enthusiasm and be ambitious to help develop the School as a Community.
Application form and further details available from the Headmaster, to be returned by 1st October, 1976. Stamped addressed envelope please.

HILLINGDON
(London Borough of)
ST. ANDREW'S C.E. PRIMARY SCHOOL
Nursery Way, Uxbridge, Middlesex
DEPUTY HEAD TEACHER
Required for January, 1977.
Applications are invited for this DEPUTY HEADSHIP from experienced primary school teachers who are communicant members of the Church of England who can possess a thorough knowledge of Educational Theory and Practice.
London Allowance payable.
Salary (Group 3) £5,106 to £5,760 per annum. Extension £150 per annum.
Application forms and further particulars obtainable from the Headmaster, Mr. Bourne, Uxbridge 36211 (Extension 3761), returnable to the Chairman of the Managers, St. Andrew's C.E. Primary School, Nursery Way, Uxbridge, Middlesex UB8 2AH, by 1st October, 1976.

HILLINGDON
(London Borough of)
DEPUTY HEADSHIP
Applications are invited for this post in the following new primary schools:
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, Harefield, Uxbridge.
Group 4.
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, West Drayton.
Group 4.
Applications welcome for both posts from experienced primary school

DONCASTER
EDUCATION COMMITTEE
BENTLEY-WITH-ARKSEY VILLAGE FIRST SCHOOL
Agsutin Road, Bentley
Doncaster DN5 0NW
Telephone: Doncaster 54385
Required for January, 1977, or earlier, if possible:
DEPUTY HEAD (Group 3)
Applications are invited from suitably qualified candidates for the post as Deputy Head in the above Group 3 School.
Further details available from the Head of the above school.
Application forms available from the Director of Education, Principality, Doncaster, to whom they should be returned as soon as possible. Closing date: 30th September, 1976.

DORSET
ST. JOSEPH'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL
Dorset Road, Bournemouth
Christchurch
(150 on roll)
Required January, 1977: DEPUTY HEAD TEACHER for this five to 11 school. Salary Group 3. Assistance with removal and legal expenses.
Application forms and further particulars from the Starting Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Bourne House, Harewood Hill, Bournemouth, to be returned by 1st October, 1976.

DUDLEY
(METROPOLITAN BOROUGH)
HALESCOURT C.E. (AIDED) PRIMARY SCHOOL
High Street, Halesowen
(Roll: 240 on roll)
Required for January, 1977.
DEPUTY HEAD TEACHER to experience to class junior (Group 3). Special interest in Swimming and Games an advantage.
Application forms from and returnable to Buck, Director of Education, Education Department, St. James's Road, Dudley, West Midlands DY1 1JQ (stamped addressed envelope).

EALING
(London Borough)
EDUCATION SERVICE
FEATHERSTONE FIRST SCHOOL
Featherstone Road, Southall, Middlesex
DEPUTY HEAD TEACHER required from January, 1977, or earlier, if possible (Group 3). Salary £5,106 to £5,094.
Excel. London Allowance and Social Priority Allowance payable.
In appropriate cases, subject to conditions, assistance may be given towards legal fees for house purchase, removal expenses, lodging allowance and travel expenses whilst looking for accommodation.
Application forms and further details (stamped addressed envelope) from Head Teacher, Mrs. Beaumont, at the above address.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required on January, 1977 :—
(a) ANDLEIGH GREEN PRIMARY SCHOOL
Archbold Green Road, Hornchurch
(Roll: 218)
DEPUTY HEAD TEACHER for this three-form entry Group 3 Infants' School. Enthusiastic TEACHER required well versed in modern methods.
(b) EDWIN LAMBERT JUNIOR MIXED AND INFANTS' SCHOOL
Park Lane, Hornchurch RM11 1BP
(Roll 350)
DEPUTY HEAD TEACHER for this two-form entry Group 4 Junior School. Candidates should preferably be experienced in the work of the primary age range. Special curriculum interests should be stated.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Civic Centre
Hemel Hempstead
ST. THOMAS MORE R.C. J.M.I. SCHOOL
Queensway, Hemel Hempstead
Group 4
DEPUTY HEAD required January 1977. Vacancy due to promotion. Team teaching.
Applicants should show initiative and enthusiasm and be ambitious to help develop the School as a Community.
Application form and further details available from the Headmaster, to be returned by 1st October, 1976. Stamped addressed envelope please.

HILLINGDON
(London Borough of)
ST. ANDREW'S C.E. PRIMARY SCHOOL
Nursery Way, Uxbridge, Middlesex
DEPUTY HEAD TEACHER
Required for January, 1977.
Applications are invited for this DEPUTY HEADSHIP from experienced primary school teachers who are communicant members of the Church of England who can possess a thorough knowledge of Educational Theory and Practice.
London Allowance payable.
Salary (Group 3) £5,106 to £5,760 per annum. Extension £150 per annum.
Application forms and further particulars obtainable from the Headmaster, Mr. Bourne, Uxbridge 36211 (Extension 3761), returnable to the Chairman of the Managers, St. Andrew's C.E. Primary School, Nursery Way, Uxbridge, Middlesex UB8 2AH, by 1st October, 1976.

HILLINGDON
(London Borough of)
DEPUTY HEADSHIPS
Applications are invited for this post in the following new primary schools:
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, Harefield, Uxbridge.
Group 4.
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, West Drayton.
Group 4.
Applications welcome for both posts from experienced primary school teachers who have a thorough knowledge of educational theory and practice.
Application forms and further particulars from the Director of Education, Belmont House, 39 Monks Park, Wembley, Middlesex HA9 7AA (Telephone 01-904 5632, Ext 270), to whom they should be returned as soon as possible and not later than 1st October, 1976.
London Allowance Payable.
(75 per cent removal expenses and some help with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
SACRED HEART R.C. PRIMARY SCHOOL
(Group 5)
Harvest Avenue, Ruislip HA4 6EZ
DEPUTY HEAD TEACHER
Required for January, 1977 :—
Applications invited from experienced primary school teachers who are teaching Catholics and who have a thorough knowledge of modern educational theory and practice. An ability to assist with boys' games an advantage.
Application forms and further particulars (stamped addressed envelope) from Director of Education, Belmont House, 39 Monks Park, Wembley, Middlesex, and returnable to the Secretary, The Presbytery, Harvest Avenue, Ruislip. Commission 33 Wilfred Street, London SW1E 6PS.
Closing date, October 1, 1976.
This is a re-advertisement. Previous applicants will automatically be reconsidered.
London Allowance payable. Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
HOLY TRINITY C.E. (Aided) PRIMARY SCHOOL
Milton Road, Gravesend
Kent DA12 2QH
(Group 3) (Roll: 248)
DEPUTY HEAD TEACHER required for January 1977. Applications are invited from experienced TEACHERS with an interest in approach to education and an interest in extra-curricular activities. Communicant member of the Church of England. Situated on the multi-racial school. New school in 1975.
Application forms from the Divisional Education Officer, 134 Windmill Street, Gravesend, Kent DA12 1BG (stamped addressed envelope please). Closing date 24th September, 1976.
Re-advertisement, previous applicants need not reapply.
CECIL INFANT COUNTY PRIMARY SCHOOL
Cecil Road, Gravesend DA11 7BT
(Group 2) (Roll: 195)
DEPUTY HEAD (Group 3) required for January 1977. Modern approach to education essential. Interest in curriculum development desirable. Closing date 24th September, 1976.
DOVER ROAD JUNIOR SCHOOL
Dover Road, Northfleet
Require DEPUTY HEAD TEACHER (Group 3) for January, 1977.
Closing date 24th September, 1976.
Applications to the County Education Officer, 135, Windmill Street, Gravesend Kent DA12 1BE.

SWALE DIVISION
FAVERSHAM DISTRICT C.E. PRIMARY INFANTS SCHOOL
Orchard Place, Faversham, Kent
DEPUTY HEAD TEACHER required for this group 4 school. Mixed and special interests.
Application forms and further information may be obtained from the Divisional Education Officer, County Offices, Ave. of Remembrance, Sittingbourne.

KIRKLEES
METROPOLITAN COUNCIL
LEE OBSEN C.E. (C.) FIRST SCHOOL
Lee Green, Mirfield WF14 0AE
Applications are invited from suitably experienced TEACHERS for the DEPUTY HEADSHIP of this Group 4 First School catering for 8 age range five to nine.
Application forms and further particulars (stamped addressed envelope) may be obtained from the Director of Educational Services, Civic Centre, Huddersfield HD1 2QW, to whom completed forms should be returned by 1st October, 1976.

LINCOLNSHIRE
SECOND MASTER
GRANTHAM, EARLESFIELD SCHOOL
(Group 5)
Required from Spring Term, 1977, very experienced and well-qualified TEACHER. Ability to offer specialist qualifications and experience in Environmental Studies and/or music would also be advantage.
This is a re-issue of a previous advertisement and applicants who have already applied need not submit fresh applications.
Application forms obtainable from the Divisional Education Officer, Council Offices, Stafford, Grantham (stamped addressed envelope please). Closing date 24th September.

NORTH YORKSHIRE
(County of)
HELLIFIELD COUNTY PRIMARY SCHOOL
(Group 2)
Required January, 1977 : DEPUTY HEAD TEACHER.
Forms of application available from the Director of Education, Education Office, Water Street, Skipton (stamped addressed envelope please) to whom they should be returned not later than 1 October, 1976.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CROSSGATES (NEW) C.P. SCHOOL
near Llandrindod Wells
Required for 1st January, 1977 qualified DEPUTY HEAD TEACHER (Group 4) (Ref. 132/C/6.)
Application forms obtainable from the undersigned upon receipt of a stamped addressed foolscap envelope. Duly completed forms should be returned not later than 7 October, 1976.
Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

COVENTRY (City of)
ST. BARTHOLOMEW'S C.E. JUNIOR SCHOOL
(Voluntary Aided)
Applications are invited from experienced TEACHERS for appointment to the DEPUTY HEADSHIP of St. Bartholomew's C.E. Junior School from January, 1977.
Deputy Head Teacher Group 3
The successful candidate should be a practising Christian (Anglican communicant preferred).
The school ceased to new premises in April 1970 and serves a mixed catchment area.
Further particulars and application forms from Director of Education, Council Offices, Coventry CV1 5RS. Telephone 24081, ext. 2345. Jones, Senior Vicarage, Brinklow Road, Coventry. 1st October.

CUMBRIA
EDUCATION COMMITTEE
CHAPEL STREET INFANTS SCHOOL
Station in Furness
(Group 4-7 Mixed, Roll : 200)
Required for January 1977 a DEPUTY HEAD (Group 5).
Application forms and further details available from the Assistant Director of Education, South Division, John Whinnerah Institute, Abbey Road, Barrow in Furness (Tel. 0229-23777) to be returned by 24 September 1976.

DEVON
BROADCLYST COUNTY PRIMARY SCHOOL
(Roll 250)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER to take up duty in January, 1977, with special responsibility for infants.
The successful applicant will be expected to take up the appointment in January, 1977.
Application forms and further particulars (stamped addressed envelope, please) from the Headmaster, Primary Primary School, Broadclyst, Exeter, returnable by 1st October, 1976.

DEVON
HIGHLEGSOME C. OF E. (AIDED) PRIMARY SCHOOL
(Group 3)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER (Group 3 (£5,106 to £5,685) to take charge of the Infants throughout the school.
The successful applicant will be expected to take up the appointment in January 1977.
Application forms and further particulars (stamped addressed envelope, please) from the Headmaster, Hurtwoodmoo Junior Mixed and Infants' School, Hurtwoodmoo, Tiverton, Devon, returnable by 1st October, 1976.

DEVON
GLEN PARK PRIMARY SCHOOL
Glenwood, Plympton, Plymouth
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for an appointment to commence January, 1977 as Deputy Head Teacher (Group 3) of the new mixed primary school.
Application forms and details from Area Education Officer, Civic Centre, Plymouth, to whom completed forms should be returned within 14 days.

DEVON
(London Borough of)
EDUCATION DEPARTMENT
Required on January, 1977 :—
(a) ANDLEIGH GREEN PRIMARY SCHOOL
Archbold Green Road, Hornchurch
(Roll: 218)
DEPUTY HEAD TEACHER for this three-form entry Group 3 Infants' School. Enthusiastic TEACHER required well versed in modern methods.
(b) EDWIN LAMBERT JUNIOR MIXED AND INFANTS' SCHOOL
Park Lane, Hornchurch RM11 1BP
(Roll 350)
DEPUTY HEAD TEACHER for this two-form entry Group 4 Junior School. Candidates should preferably be experienced in the work of the primary age range. Special curriculum interests should be stated.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Civic Centre
Hemel Hempstead
ST. THOMAS MORE R.C. J.M.I. SCHOOL
Queensway, Hemel Hempstead
Group 4
DEPUTY HEAD required January 1977. Vacancy due to promotion. Team teaching.
Applicants should show initiative and enthusiasm and be ambitious to help develop the School as a Community.
Application form and further details available from the Headmaster, to be returned by 1st October, 1976. Stamped addressed envelope please.

HILLINGDON
(London Borough of)
ST. ANDREW'S C.E. PRIMARY SCHOOL
Nursery Way, Uxbridge, Middlesex
DEPUTY HEAD TEACHER
Required for January, 1977.
Applications are invited for this DEPUTY HEADSHIP from experienced primary school teachers who are communicant members of the Church of England who can possess a thorough knowledge of Educational Theory and Practice.
London Allowance payable.
Salary (Group 3) £5,106 to £5,760 per annum. Extension £150 per annum.
Application forms and further particulars obtainable from the Headmaster, Mr. Bourne, Uxbridge 36211 (Extension 3761), returnable to the Chairman of the Managers, St. Andrew's C.E. Primary School, Nursery Way, Uxbridge, Middlesex UB8 2AH, by 1st October, 1976.

HILLINGDON
(London Borough of)
DEPUTY HEADSHIPS
Applications are invited for this post in the following new primary schools:
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, Harefield, Uxbridge.
Group 4.
HAREFIELD JUNIOR SCHOOL
Moorhall Lane, West Drayton.
Group 4.
Applications welcome for both posts from experienced primary school teachers who have a

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts:
Unless otherwise stated, application forms and data is are available from the Heads at the schools. Please enclose stamped addressed envelope.
Please quote reference 16/9 on correspondence.

Special Schools

Sandhill Park School, Bishop's Lydeard, Taunton
For January, 1977:
DEPUTY HEAD, Group 5S.
Fairwood School, Yeovil (151)
ASSISTANT, SCALE 1, for the middle school. The successful candidate must be prepared to work in a team teaching situation. State main interests.
Applications by letter to the Head at the school.
Closing date: 27th September, 1976.

Primary Headships

St. Joseph's R.C. V.A., Bridgwater (Group 4)
For January, 1977: **HEAD.**
Application forms and details (stamped addressed envelope) from Staffing 1 Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th October. (Re-advertisement).

Primary

West Coker V.C. Primary, near Yeovil (80)
Experienced **TEACHER, SCALE 1,** for **INFANTS.**
Experienced **TEACHER, SCALE 1,** for **LOWER JUNIORS.**
An interest in Music, Swimming or Games an advantage.
East Coker County Primary, near Yeovil (250)
TEACHER for **UPPER JUNIORS.** Scale 2 for suitable candidate.
Interest in Physical Education and Games an advantage.

SHROPSHIRE
EDUCATION COMMITTEE
Primary Teaching Vacancy for January 1977:
LONGLANDS COUNTY PRIMARY SCHOOL, Much Wenlock
DEPUTY HEAD—Group 5
DEPUTY HEAD required—teacher with special interest in science and mathematical ability who has held senior posts in schools.
Initial stamped addressed envelope for application form to the Education Officer, Whitehall, Abbey Foregate, Shrewsbury, Shropshire.

HAMPSHIRE

MID HANTS AREA
HALTERWORTH COUNTY PRIMARY SCHOOL
HALTERWORTH LANE, ROMSEY
333 on roll
MATHEMATICS CONSULTANT—SCALE 2
Please write to Head giving full curriculum vitae and the names of two educational referees. Assistance with removal expenses in approved cases.

EAST TISTED C.E. (CONTROLLED) PRIMARY SCHOOL
EAST TISTED, nr. ALTON, HANTS
25 on roll
INFANTS TEACHER—SCALE 2
Required January, 1977—pianist essential.
Closing date 30th September, 1976.
Please write to Head giving full curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

FROYLE C.E. (CONTROLLED) PRIMARY SCHOOL
FROYLE, ALTON, HANTS
48 on roll
EXPERIENCED INFANT TEACHER—SCALE 2
Please write to Head giving full curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

SOUTH WEST AREA
HOLBURY COUNTY JUNIOR SCHOOL
WHITEFIELD ROAD, FAWLEY, SOUTHAMPTON
HANTS
460 on roll
MUSIC CONSULTANT—SCALE 2
Required January, 1977.
Please write to the Head giving full curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HOLBURY COUNTY JUNIOR SCHOOL
WHITEFIELD ROAD, HOLBURY, HANTS
460 on roll
YEAR CO-ORDINATOR AND MATHS CONSULTANT FOR LOWER OR UPPER SCHOOL—SCALE 2
Required January, 1977.
SCIENCE CONSULTANT—SCALE 2
Required January, 1977.
Please write to Head giving full curriculum vitae and names and addresses of two educational referees. Assistance with removal expenses in approved cases.

FAREHAM/GOSPORT AREA
RANVILLES COUNTY JUNIOR SCHOOL
OLDBURY WAY, FAREHAM PO14 3BN
310 on roll
MUSIC CONSULTANT—SCALE 3
To organise Music throughout School. Cooperative teaching situation.
Please write to School, giving curriculum vitae and names and addresses of two educational referees. Further details obtainable from Head.
Assistance with removal expenses in approved cases.

SUFFOLK
COUNTY COUNCIL
DEPUTY HEADSHIPS required January, 1977, vacancy for the following

PRIMARY
Deputy Headships continued

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
ASHURST COUNTY PRIMARY SCHOOL
(Group 5)
DEPUTY HEADMASTER
Applications are invited from suitably qualified and experienced teachers for the post of **DEPUTY HEADMASTER** of this new Group 5 school which opens in January 1977.
Further details of this post together with a form of application are available from the Director of Education, Gamble House, Hardshaw Street, St. Helens, Lancashire WA10 1HE, to whom completed forms should be returned by 30th September, 1976, at the latest.

SANDWELL
(Metropolitan Borough of)
CHARLES DARWIN AND INFANT SCHOOL
Charles Darwin Avenue, Smethwick
Warley, West Midlands
Required January, 1977: a
SECOND MISTRESS.
Salary, Deputy Head Teacher (Group 7).
Further details and application forms to be returned by 1st October 1976, from the Director of Education, Education Offices, P.O. Box 42, High Street, West Bromwich, West Midlands.

SANDWELL
(Metropolitan Borough of)
HOLLY LANE JUNIOR SCHOOL
Addenbrooke Road, Burnbeck
Worley, West Midlands
Required for September 1977: a
DEPUTY TEACHER (Group 5).

SHROPSHIRE
EDUCATION COMMITTEE
Primary Teaching Vacancy for January 1977:
LONGLANDS COUNTY PRIMARY SCHOOL, Much Wenlock
DEPUTY HEAD—Group 5
DEPUTY HEAD required—teacher with special interest in science and mathematical ability who has held senior posts in schools.
Initial stamped addressed envelope for application form to the Education Officer, Whitehall, Abbey Foregate, Shrewsbury, Shropshire.

TRAFFORD
(Metropolitan Borough of)
PROVISION COUNTY JUNIOR SCHOOL
Green Road, Flixton, Manchester
(Tel: 061-748 6350)
DEPUTY HEAD—Group 5.
Applications forms, available from the Director of Education, should be returned as soon as possible.

WEST SUSSEX
DEPUTY HEAD
HORSHAM (Group 5)
New England Road Primary School
Required for January 1977 with responsibility for the organisation of the Primary section. Applicants should be familiar with the use of modern equipment and be able to assist colleagues in its use. Applications should be made on the appropriate form to the Director of Education, County Hall, Chichester, by whom they should be returned by Monday, 27th September.

SUFFOLK
COUNTY COUNCIL
DEPUTY HEADSHIPS required January, 1977, vacancy for the following

WEST SUSSEX
EDUCATION COMMITTEE
WESTBOURNE (CONTROLLED)
PRIMARY SCHOOL
Vacancies, Arundel, Sussex
DEPUTY HEAD—Group 5: qualified teacher, preferably experienced
JUNIOR TEACHER with interest in English. Opportunity for Developmental French. Games an advantage.
Head will be pleased to interview persons intending to apply for these posts. Please write to the Head at the School on receipt of self-addressed envelope.

WILTSHIRE
BOX HIGHLANDS COUNTY PRIMARY SCHOOL
Hawthorn Lane, Box, Wiltshire
Group 4
(Number on roll 280)
Energetic, enterprising and experienced **TEACHER** required for January 1977 to fill this split-site Primary School's vacancy created by the appointment of the present Deputy Head to the headship of one of the sites as well as the new Deputy's duties with the lower juniors.
Application forms and further details (stamped addressed envelope) available from the Head Teacher returnable by 30th September, 1976.

WILTSHIRE
DEPUTY HEADSHIP
CORSHAM COUNTY PRIMARY SCHOOL
Station Hospital, Corsham, Wilts. SN13 9NS
(Group 4)
(Number on Roll 350)
Applications are invited from suitably experienced teachers for the above vacancy. Further details and application form obtainable from the Director of Education, County Hall, Trowbridge, Wiltshire by 1st October, 1976.

WILTSHIRE
DOWNTON C. OF E. PRIMARY SCHOOL
Grove Road, Downton, Salisbury Wilts.
(260 Children Group 5 required for January, 1977)
Applications for the post of **DEPUTY HEAD TEACHER** are invited from suitably experienced teachers with an enthusiastic approach to modern methods of teaching reading. Applicants will be expected to take responsibility for a wide range of interests, be experienced in matters relating to parent teacher experience. Vacancy due to promotion within the staff.
Application form and further details available from the Head Teacher on receipt of a large stamped addressed envelope, to be returned by hand-under 24th, 1976.

WILTSHIRE
HIGHWORTH ASHEDON PRIMARY SCHOOL
Newburgh Street, Highworth Swindon
Group 5
(Number on Roll 350)
DEPUTY HEAD required for January 1977 to assist the Head and share responsibility for the general organisation and *Curriculum Coordination* for the modern, progressive, primary school. Situation on the eastern edge of Swindon.
Application forms and details of the post obtained published on receipt of a large stamped addressed envelope from the Education Officer, County Hall, Trowbridge, Wilts. BA14 8JB, to whom they should be returned by Monday, 4th October, 1976.

WILTSHIRE
MALMESBURY C.E. CONTROLLED PRIMARY
Tetbury Hill, Malmesbury
(Number on Roll 458)
DEPUTY HEAD required from January, 1977. Ability to take an active part in leading the Voluntered throughout the School Scheme, plus other interests and abilities.
Application forms and further details (stamped addressed envelope) available from the Head Teacher returnable by 30th September, 1976.

WILTSHIRE
VINCIENT C.E. (CONTROLLED) PRIMARY SCHOOL
Station Road, Tisbury, Wilts
(Number on roll 150 (in January)
DEPUTY HEAD required as modern Reading school in 14 acres. Situation class remedial facility will be in charge of this. Applicants should have qualifications and experience.
Application forms and further details from the Director of Education and Libraries, County Hall, Trowbridge, Wiltshire, available from the Head Teacher. Returnable by 1st October, 1976.

WILTSHIRE
DOWNTON C. OF E. PRIMARY SCHOOL
Grove Road, Downton, Salisbury Wilts.
(260 Children Group 5 required for January, 1977)
Applications for the post of **DEPUTY HEAD TEACHER** are invited from suitably experienced teachers with an enthusiastic approach to modern methods of teaching reading. Applicants will be expected to take responsibility for a wide range of interests, be experienced in matters relating to parent teacher experience. Vacancy due to promotion within the staff.
Application form and further details available from the Head Teacher on receipt of a large stamped addressed envelope, to be returned by hand-under 24th, 1976.

WILTSHIRE
HIGHWORTH ASHEDON PRIMARY SCHOOL
Newburgh Street, Highworth Swindon
Group 5
(Number on Roll 350)
DEPUTY HEAD required for January 1977 to assist the Head and share responsibility for the general organisation and *Curriculum Coordination* for the modern, progressive, primary school. Situation on the eastern edge of Swindon.
Application forms and details of the post obtained published on receipt of a large stamped addressed envelope from the Education Officer, County Hall, Trowbridge, Wilts. BA14 8JB, to whom they should be returned by Monday, 4th October, 1976.

WILTSHIRE
MALMESBURY C.E. CONTROLLED PRIMARY
Tetbury Hill, Malmesbury
(Number on Roll 458)
DEPUTY HEAD required from January, 1977. Ability to take an active part in leading the Voluntered throughout the School Scheme, plus other interests and abilities.
Application forms and further details (stamped addressed envelope) available from the Head Teacher returnable by 30th September, 1976.

WILTSHIRE
VINCIENT C.E. (CONTROLLED) PRIMARY SCHOOL
Station Road, Tisbury, Wilts
(Number on roll 150 (in January)
DEPUTY HEAD required as modern Reading school in 14 acres. Situation class remedial facility will be in charge of this. Applicants should have qualifications and experience.
Application forms and further details available from the Director of Education and Libraries, County Hall, Trowbridge, Wiltshire, available from the Head Teacher. Returnable by 1st October, 1976.

Heads of Department

BARKING
(London Borough of)
EDUCATION SERVICE
BEAM HIGH SCHOOL FIRST AND MIDDLE SCHOOL
Dagenham Road, Dagenham
Required for January 1977 experienced **TEACHER** of Biology, Scale 3 (£4,302 per annum) with responsibility for the Biology Department. Scale 3 and allowance for Head of First Department Scale 3 (£4,302 per annum) with responsibility for the organisation of the First Department and to participate in the general teaching programme. Applicants must be prepared to take part in extra-curricular activities. Application forms and further details from the Head Teacher, to whom they should be returned as soon as possible.

BARKING
(London Borough of)
EDUCATION SERVICE
BEAM HIGH SCHOOL FIRST AND MIDDLE SCHOOL
Dagenham Road, Dagenham
Required for January 1977 experienced **TEACHER** of Biology, Scale 3 (£4,302 per annum) with responsibility for the Biology Department. Scale 3 and allowance for Head of First Department Scale 3 (£4,302 per annum) with responsibility for the organisation of the First Department and to participate in the general teaching programme. Applicants must be prepared to take part in extra-curricular activities. Application forms and further details from the Head Teacher, to whom they should be returned as soon as possible.

WEST SUSSEX
EDUCATION COMMITTEE
HORSHAM (CONTROLLED)
PRIMARY SCHOOL
Denne Road, Horsham
DEPUTY HEAD—Group 5
Required for January, 1977, a teacher with responsibility for the organisation of the Primary section. Applicants should be familiar with the use of modern equipment and be able to assist colleagues in its use. Applications should be made on the appropriate form to the Director of Education, County Hall, Chichester, by whom they should be returned by Monday, 27th September.

WILTSHIRE
BOX HIGHLANDS COUNTY PRIMARY SCHOOL
Hawthorn Lane, Box, Wiltshire
Group 4
(Number on roll 280)
Energetic, enterprising and experienced **TEACHER** required for January 1977 to fill this split-site Primary School's vacancy created by the appointment of the present Deputy Head to the headship of one of the sites as well as the new Deputy's duties with the lower juniors.
Application forms and further details (stamped addressed envelope) available from the Head Teacher returnable by 30th September, 1976.

WILTSHIRE
DEPUTY HEADSHIP
CORSHAM COUNTY PRIMARY SCHOOL
Station Hospital, Corsham, Wilts. SN13 9NS
(Group 4)
(Number on Roll 350)
Applications are invited from suitably experienced teachers for the above vacancy. Further details and application form obtainable from the Director of Education, County Hall, Trowbridge, Wiltshire by 1st October, 1976.

WILTSHIRE
DOWNTON C. OF E. PRIMARY SCHOOL
Grove Road, Downton, Salisbury Wilts.
(260 Children Group 5 required for January, 1977)
Applications for the post of **DEPUTY HEAD TEACHER** are invited from suitably experienced teachers with an enthusiastic approach to modern methods of teaching reading. Applicants will be expected to take responsibility for a wide range of interests, be experienced in matters relating to parent teacher experience. Vacancy due to promotion within the staff.
Application form and further details available from the Head Teacher on receipt of a large stamped addressed envelope, to be returned by hand-under 24th, 1976.

WILTSHIRE
HIGHWORTH ASHEDON PRIMARY SCHOOL
Newburgh Street, Highworth Swindon
Group 5
(Number on Roll 350)
DEPUTY HEAD required for January 1977 to assist the Head and share responsibility for the general organisation and *Curriculum Coordination* for the modern, progressive, primary school. Situation on the eastern edge of Swindon.
Application forms and details of the post obtained published on receipt of a large stamped addressed envelope from the Education Officer, County Hall, Trowbridge, Wilts. BA14 8JB, to whom they should be returned by Monday, 4th October, 1976.

WILTSHIRE
MALMESBURY C.E. CONTROLLED PRIMARY
Tetbury Hill, Malmesbury
(Number on Roll 458)
DEPUTY HEAD required from January, 1977. Ability to take an active part in leading the Voluntered throughout the School Scheme, plus other interests and abilities.
Application forms and further details (stamped addressed envelope) available from the Head Teacher returnable by 30th September, 1976.

WILTSHIRE
VINCIENT C.E. (CONTROLLED) PRIMARY SCHOOL
Station Road, Tisbury, Wilts
(Number on roll 150 (in January)
DEPUTY HEAD required as modern Reading school in 14 acres. Situation class remedial facility will be in charge of this. Applicants should have qualifications and experience.
Application forms and further details available from the Director of Education and Libraries, County Hall, Trowbridge, Wiltshire, available from the Head Teacher. Returnable by 1st October, 1976.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
EDUCATION SERVICE
BEAM HIGH SCHOOL FIRST AND MIDDLE SCHOOL
Dagenham Road, Dagenham
Required for January 1977 experienced **TEACHER** of Biology, Scale 3 (£4,302 per annum) with responsibility for the Biology Department. Scale 3 and allowance for Head of First Department Scale 3 (£4,302 per annum) with responsibility for the organisation of the First Department and to participate in the general teaching programme. Applicants must be prepared to take part in extra-curricular activities. Application forms and further details from the Head Teacher, to whom they should be returned as soon as possible.

Ealing
EDUCATION SERVICE

BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell W7 1JJ

Applications are invited from suitably qualified and experienced candidates for the

HEADSHIP

of this 8 form entry mixed comprehensive school, age range 12-18 years. The post is tenable from 1 January 1977.

Salary: Headteacher Group II plus London Allowance of £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Further details and application forms (9AE) available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to whom completed forms must be returned by Friday 24 September 1976.

Education Department

Headteacher

KIRKBY CENTRE COMPREHENSIVE SCHOOL, Kirkby-in-Ashfield, Notts.

Qualified teachers are invited to apply for appointment as Headteacher of the above new school. This is to be an eight form comprehensive school with sixth form, to which it is hoped to add a joint sports centre and other community provision.

Estimated Opening Number on Roll : 240

Salary Group : 10

Vacant : 1st January, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date : 20th September, 1976.

Nottinghamshire County Council

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

William Fitt High School
Cazenove Road, London E17 4NR

REQUIRED FOR JANUARY, 1977 :

Head Teacher

GROUP 7 plus £463 for salary purposes, plus £297 London Allowance.

Applications are invited from experienced teachers for the Headship of this Mixed Comprehensive High School, 515 on roll, 11-14 years age range. Closing date for applications October 1, 1976.

Application forms and further details obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6QJ.

London Borough of **Waltham Forest**

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

Applications are invited from good Honours Graduates for the following...

HEADSHIP

Tenable from the beginning of the Summer Term 1977 for the new

EDENHAM HIGH SCHOOL
Orchard Way, Croydon, Surrey

Salary : Head Teachers Group 6 plus London Area Allowance of £297 and additional payment of £312.

The Authority's scheme for secondary education in maintained schools provides for comprehensive education in a tiered system. This new 8-form entry 11-18 High School is situate in the East of the Borough.

Reasonable removal expenses will be reimbursed (details on request).

Teachers who applied to the previous advertisement will be considered and need not re-apply : £312.

Application forms and further details of the post may be obtained from the Director of Education (TAS), Taberner House, Park Lane, Croydon, CR9 1TP, to whom completed forms must be returned by Friday, 24th September, 1976.

MIDDLE
Deputy Headships
continued

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
VALLEY VIEW MIDDLE SCHOOL
Valley Gardens,
Whitley Bay NE25 9AD
Required for April, 1977:
DEPUTY HEAD (Group 3)
Applications forms and further details from the Head-teacher, Mr. J. Sherlock.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HENRY HILL MIDDLE SCHOOL
Blackwell Lane, New Ollerton, Newark NG22 9UW
Headmaster: M. Greenhow
(Mixed : Age 9 to 13)
For January, 1977 or READIEA-Chief (Group 3)
Application forms available from the Area Education Officer, County Council Offices, Mansfield Road, Mansfield, Notts., NG19 7BJ.
Closing date : 30th September, 1976.

SUFFOLK
COUNTY COUNCIL
ALL SAINTS (CE) V.C.
MIDDLE SCHOOL
Sudbury
(For boys and girls aged nine to 13)
Required for January 1977: a second MISTRESS (Group 7 Deputy Head's salary scale) to be responsible for the younger age groups in a separate building, and to take responsibility for the co-ordination of the humanities, including English, on an advanced level.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster.

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

William Fitt High School
Cazenove Road, London E17 4NR

REQUIRED FOR JANUARY, 1977 :

Head Teacher

GROUP 7 plus £463 for salary purposes, plus £297 London Allowance.

Applications are invited from experienced teachers for the Headship of this Mixed Comprehensive High School, 515 on roll, 11-14 years age range. Closing date for applications October 1, 1976.

Application forms and further details obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6QJ.

London Borough of **Waltham Forest**

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

Applications are invited from good Honours Graduates for the following...

HEADSHIP

Tenable from the beginning of the Summer Term 1977 for the new

EDENHAM HIGH SCHOOL
Orchard Way, Croydon, Surrey

Salary : Head Teachers Group 6 plus London Area Allowance of £297 and additional payment of £312.

The Authority's scheme for secondary education in maintained schools provides for comprehensive education in a tiered system. This new 8-form entry 11-18 High School is situate in the East of the Borough.

Reasonable removal expenses will be reimbursed (details on request).

Teachers who applied to the previous advertisement will be considered and need not re-apply : £312.

Application forms and further details of the post may be obtained from the Director of Education (TAS), Taberner House, Park Lane, Croydon, CR9 1TP, to whom completed forms must be returned by Friday, 24th September, 1976.

By Subject Classification

Domestic Subjects

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
WYCLIFFE C.E. MIDDLE SCHOOL
Required for 1st November, 1976, if possible, TEACHER to be mainly responsible for HOME ECONOMICS in this 3-form entry mixed 9-13 middle school. There will be opportunities to develop interests in textiles, crafts of work and to cooperate in creative teaching. There is a well-equipped Home Economics room.
Application forms may be obtained from Mrs. Whitting, Head Teacher, Wyecliffe C.E. Middle School, Tyrrel Street, Bradford BD1 [illegible] and should be returned to the Head Teacher, Wycliffe C.E. Middle School, Tyrrel Street, Bradford BD1 [illegible] Yorkshire BD18 3QT, by 24th September, 1976.
Reference ET/52076/TES.

English

Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
COMBS MIDDLE SCHOOL
Near Stowmarket
(Mixed Comprehensive) aim to 13: 350 on roll)
Required for January 1977:
TEACHING (Scale 2) with special responsibility for LANGUAGE DEVELOPMENT and RESOURCES.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster.

Mathematics

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
GRANGE MIDDLE SCHOOL
Grange Road, Mitcham, CR4 2KD.
Headmistress: Miss S. E. Allen

Required January, 1977, an Experienced TEACHER to act as HEAD of MATHEMATICS and to be responsible for the Mathematics course leading to G.C.E. and C.S.E. examinations. Scale 3 post is available on suitable application.
London Allowance : £297 (paid pro-rata to part-time teachers).
Assistance with removal expenses up to £350 and rent-free accommodation may be considered where appropriate.
Application forms and further details may be obtained from the Headmaster, Mr. C. Hall-Brown, to whom they should be returned by 27th September, 1976.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATIONAL SERVICE
SOUTHERN AREA
BRICKHILL HILL MIDDLE SCHOOL
Aylesbury Road, Bletchley, MK3 5HH
Headmaster: Mr. C. T. Hall-Brown
Number on roll: 640
Mixed
Required for January, 1977: CO-ORDINATOR of MATHEMATICS, Scale 4.
Well qualified teacher, experienced with children 9 to 13, to organise and develop a traditional and modern mathematics in this large middle school. Emphasis will be placed on the curriculum of first-year children. Willingness to participate generally in all of school activities will be looked for.
The Authority has a scheme for teachers moving from one part of the county to assist with removal expenses.
Application forms obtainable from the Headmaster.

Music

Other Posts on Scale 2 and above

BRADFORD (City of)
METROPOLITAN COUNCIL
GREAT HORTON MIDDLE SCHOOL
(9 to 13, Group 7)
COORDINATOR of MUSICAL ACTIVITIES
Required from January, 1977, a TEACHER to be responsible for the development and coordination of MUSICAL ACTIVITIES in the school and with an interest in Drama. Opportunities exist for the appointee for candidate to develop choral, instrumental and Percussion work, and the school is well equipped.
Salary up to Scale A plus S.U. allowance, may be payable for a suitably qualified and experienced teacher.
Application forms may be obtained from Mr. Whittaker, Head Teacher, Great Horton Middle School, Cross Lane, Bradford BD7 3TT, by 14th October, 1976.
Reference ET/52076/TES.

DORSET
HAMWORTHY MIDDLE SCHOOL
Ashmore Crescent, Hamworthy, Poole
(480 children—eight to 12 years)
Required January, 1977: MUSIC (Scale 2) Scale 1 possibility for Scale 2. To be responsible for organising the whole music curriculum, some basic subjects teaching, Assistance with removal expenses.
Application forms and further details from the Headmaster, Mr. Jaine Richmond, to whom applications, closing date 14th October, 1976.

HAMPSHIRE
PORTSMOUTH AREA
COURT LANE MIDDLE SCHOOL
Hilary Avenue, Cosham,
Portsmouth, PO6 2HP
Applications are invited from suitably qualified candidates for the post of MUSIC CONSULTANT from Jan. 1977. The responsibilities will include training the School Orchestra, Recorders and choir.
Assistance with removal expenses in approved cases.
Candidates are required to withdraw their application to the Headmaster of the school giving the names and addresses of two referees by 1st October, 1976.

MERTON
(London Borough of)
EDUCATION COMMITTEE
MORLEY HALL MIDDLE SCHOOL
Aragon Road, Morden, Surrey
(9-13 yrs)
Age range : 9-13 years)
Headmaster : Mr. R. White
Required (SCALE 3) required for January, 1977, to be responsible for MUSIC throughout the school. Scale 3 post available. Flexible approach to teaching and music.
London Allowance £297. Legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.
Application forms available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 27th September, 1976.

Physical Education

Scale 1 Posts

BEDFORDSHIRE
EDUCATIONAL SERVICE
NORTHERN AREA
HARROLD MIDDLE SCHOOL
Richard Street, Kempston, Bedford
Required for November 1st (or January 1977) a PHYSICAL EDUCATION SPECIALIST (Scale 2) to be responsible for girls' physical education. A second subject would be useful.

Other than by Subject Classification

Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
ALL SAINTS (CE) V.C.
MIDDLE SCHOOL
Sudbury
(For boys and girls aged nine to 13)
Required for January 1977: a second MISTRESS (Group 7 Deputy Head's salary scale) to be responsible for the younger age groups in a separate building, and to take responsibility for the co-ordination of the humanities, including English, on an advanced level.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster.

Northampton Goldings Middle School
Crestwood Road, Lings Way, Northampton

HEAD OF ENGLISH

(SCALE 3)

Required for 1st January, 1977, an enthusiastic and experienced teacher to coordinate and plan the teaching of English throughout this purpose-built Middle School for pupils aged 9-13.

HEAD OF MATHEMATICS

(SCALE 3)

Required for 1st January, 1977, an enthusiastic and experienced teacher to coordinate and plan the teaching of Mathematics throughout this purpose-built Middle School for pupils aged 9-13.

Application forms and further details (stamped addressed envelope) for the above posts from Headmaster to be completed and returned by 4th October, 1976.

Northamptonshire
EDUCATION DEPARTMENT

Secondary Education

Headships

BEDFORD
BEDFORD MODERN SCHOOL
Ashburnham Road, Bedford MK40 1DU
Boys' INDEPENDENT SCHOOL
Number on ROLL 600

BROMLEY
London Borough of
EDUCATION
Proposal and certain consultations concerning changes in the age of transfer from middle schools to high schools have been approved by the Council.
Applications are invited for the appointment of Headteacher to the following schools:
BETTS MEAD SCHOOL
(for girls)
St. Michael's Rise, Chislehurst
Kent BR7 6QT
Number on Roll 720
HEADMISTRESS
Application forms are invited for the above post which will be vacant from 1st January 1977, when the present Headteacher retires.
Bromley Wood School, Orpington, is at present a selective school with a long history and high reputation in the county. The new appointee will be required to plan for the future development of the school in the light of the Authority's proposals for the reorganisation of secondary education in the borough.
Further particulars may be obtained from the Chief Education Officer, London Borough of Bromley, Bromley Civic Centre, Bromley Lane, Chislehurst, Kent BR7 6LH (quoting reference 1/76) to whom a record of applications is to be sent by 1st October, 1976.

DUDLEY
METROPOLITAN BOROUGH
THE HOLT ARGAL SCHOOL
Holt Argal Drive, Bexley
(Age Multilateral 11-18)
(13 to 18 7-Form Entry
Co-educational Comprehensive
(710 on roll)
Required for January 1977, following the retirement of the present holder, HEAD OF HISTORY
Candidates should be graduates with a keen interest in the pastoral care of children and a willingness to participate in the extra-curricular activities of the school. Experience of teaching in a 7-form entry comprehensive school would be an advantage.
Application forms and further particulars from the Director of Education, Education Department, 3 Ednam Road, Dudley, West Midlands, DY1 1HL (stamped addressed envelope).

Cheshire
COMPREHENSIVE SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the posts of Heads of the following Comprehensive schools which will be established under the Authority's scheme for the reorganization of secondary education.

CREWE AND NANTWICH DISTRICT

Shavington Comprehensive School
ROPE LANE, SHAVINGTON, CREWE

The existing Shavington County Secondary School will admit a first-year comprehensive intake in September, 1977, and develop into a six-form-entry Comprehensive School initially for the 11 to 16 age range but with the possibility of developing its own sixth form in the long term.

A Head Designate is required as soon as possible with a view to taking complete responsibility in September, 1977, when the present secondary school Head retires.

Salary : Group 10.

Major extensions to the school are almost complete and include a joint-use Sports Hall.

It is intended to appoint a Head who will continue the development of the school on a basis of social concern and high academic opportunities and who has sympathetic understanding for the concept of community development.

Application form and further details from District Education Office, Delamere House, Crewe. Closing date : September 24, 1976.

VALE ROYAL DISTRICT

Northwich Leftwich Comprehensive School
GRANVILLE ROAD, NORTHWICH

A six-form-entry mixed 11 to 18 Comprehensive School to be established in the buildings of the existing Northwich County Grammar School for Girls from September 1, 1978. The School will be housed in modern buildings which are undergoing major extensions.

Salary : Group 11.

The successful candidate will be required to take up the appointment on September 1, 1977.

Weaverham County Comprehensive School
LIME AVENUE, WEAVERHAM, NORTHWICH

A six-form-entry, mixed, 11 to 16 Comprehensive School to be established in the buildings of the existing Weaverham County Secondary School from September 1, 1978. The School will be housed in modern buildings, extensions to which are being planned.

Salary, Group 9, initially and Group 10 with effect from September 1, 1977.

The successful candidate will be required to take up the appointment on January 1, 1977, or as soon as possible thereafter and to take charge of the existing mixed secondary school until reorganization is implemented.

Further deails and application forms for each of the posts in Vale Royal District may be obtained from D. L. King, District Education Officer, County Offices, Watling Street, Northwich, Cheshire, to whom they should be returned by September 30, 1976.

SECONDARY
Headships
continued

HERTFORDSHIRE
COUNTY COUNCIL
ISAAC WATTS DIVISION
HADHAM HALL SCHOOL
Little Hadham, Ware SG11 2EB
Fourth Form Entry all ability.
(Mixed)
HEAD required, Group 9, £7,621-£8,250, plus £130 London Allowance, to be appointed from 1st September, 1977.
Accommodation available at the School. Small Victorian house for about 30 boys. Some rural bias in the curriculum.
Application forms and further particulars from the Divisional Education Officer, Scott House, Haigbolt Road, Hertford, SG13 8BG.

HERTFORDSHIRE
COUNTY COUNCIL
HODDESDON SCHOOL
Lord Street
Hoddesdon EN11 8TD
Required for January, 1977: CO-ORDINATOR of MATHEMATICS, Scale 4.
Well qualified teacher, experienced with children 11 to 16, to organise and develop a traditional and modern mathematics in this large middle school. Emphasis will be placed on the curriculum of first-year children. Willingness to participate generally in all of school activities will be looked for.
The Authority has a scheme for teachers moving from one part of the county to assist with removal expenses.
Application forms obtainable from the Headmaster.

HERTFORDSHIRE
EDUCATIONAL SERVICE
NORTHERN AREA
HARTSPRING MIDDLE SCHOOL
Hartspring Lane, Watford WD2 6EA
Required for January, 1977: HEAD OF ENGLISH (Scale 3) to be responsible for the co-ordination of the Humanities, including English, on an advanced level.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
ISAAC WATTS DIVISION
HADHAM HALL SCHOOL
Little Hadham, Ware SG11 2EB
Fourth Form Entry all ability.
(Mixed)
HEAD required, Group 9, £7,621-£8,250, plus £130 London Allowance, to be appointed from 1st September, 1977.
Accommodation available at the School. Small Victorian house for about 30 boys. Some rural bias in the curriculum.
Application forms and further particulars from the Divisional Education Officer, Scott House, Haigbolt Road, Hertford, SG13 8BG.

HERTFORDSHIRE
COUNTY COUNCIL
HODDESDON SCHOOL
Lord Street
Hoddesdon EN11 8TD
Required for January, 1977: CO-ORDINATOR of MATHEMATICS, Scale 4.
Well qualified teacher, experienced with children 11 to 16, to organise and develop a traditional and modern mathematics in this large middle school. Emphasis will be placed on the curriculum of first-year children. Willingness to participate generally in all of school activities will be looked for.
The Authority has a scheme for teachers moving from one part of the county to assist with removal expenses.
Application forms obtainable from the Headmaster.

HERTFORDSHIRE
EDUCATIONAL SERVICE
SOUTHERN AREA
BRICKHILL HILL MIDDLE SCHOOL
Aylesbury Road, Bletchley, MK3 5HH
Headmaster: Mr. C. T. Hall-Brown
Number on roll: 640
Mixed
Required for January, 1977: CO-ORDINATOR of MATHEMATICS, Scale 4.
Well qualified teacher, experienced with children 9 to 13, to organise and develop a traditional and modern mathematics in this large middle school. Emphasis will be placed on the curriculum of first-year children. Willingness to participate generally in all of school activities will be looked for.
The Authority has a scheme for teachers moving from one part of the county to assist with removal expenses.
Application forms obtainable from the Headmaster.

WARWICKSHIRE
ALDERMAN SMITH
SECONDARY SCHOOL
Arbury Road, Stockingford
Nuneaton

HEAD required January, 1977, for Group 10 school. Further details and application forms from the undersigned. Closing date 20th September (stamped addressed envelope please).

M. L. Hulger, County Education Officer, 22 Northgate Street, Warwick, CV34 4SR.

WIRRAL
(Metropolitan Borough of)
BEBINGTON SECONDARY SCHOOL FOR BOYS
New Chester Road, New Ferry, Wirral
(Group 6, 705 on Roll)

For January or Easter, 1977, HEAD TEACHER.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NH. Closing date 8th October, 1976.

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY
PAGE SCHOOL FOR GIRLS
North View, Bitside Hill,
Bristol BS13 8HX
(Group 8 Girls' Comprehensive School 11 to 16 years, 600 girls)
Required for January 1977 or as duly qualified and experienced DEPUTY HEAD, which becomes vacant on retirement of present holder.

Further details and application form from the Headmistress. Closing date Monday, 27th September, 1976. Foolscap stamped addressed envelope.

Education Department

headteacher

Bluecoat C.E. (Aided) Grammar School, Aspley Lane, Nottingham.

Applications from teachers with appropriate experience are invited for the appointment as Headteacher of the above coeducational grammar school.

Number on roll: 353.

Salary Group: At present Group 8. Group 10 on reorganisation.

Vacant : January 1, 1977, or as soon as possible thereafter.

The Secretary of State has approved Section 13 Notices for the reorganisation of the school as a five form entry (11-16) C. of E. Aided Comprehensive School. It is hoped that the first phase of the necessary building programme will be included in the 1977/78 programme.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Clerk to the Governors, Bluecoat C. of E. Grammar School, 24 Low Pavement, Nottingham, and marked "Bluecoat School—Confidential".

Closing date: October 6th, 1976.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

WALTHAMSTOW SENIOR HIGH SCHOOL FOR GIRLS
Church Hill, London E17 9RZ
Headmistress, Mrs. B. Beaumont, B.A.

DEPUTY HEAD TEACHER

Group 11 for salary purposes, plus £297 London Allowance

Applications are invited for January, 1977, from experienced teachers for the Deputy Headship of this expanding 10 form entry Girls Comprehensive Senior High School, 820 on roll 14-19 age range. Thriving open Sixth Form for 200 students with own accommodation.

WARWICK BOYS' HIGH SCHOOL
Barrett Road, London E17 3ND
Headmaster, Mr. C. N. Ruff

DEPUTY HEAD

Group 8 plus £312 allowance for salary purposes, plus £297 London Allowance.

Applications are invited for January, 1977, from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 600 on roll (11-14 years age range).

Closing date for applications (both posts) October 1, 1976.

Application forms and further details obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6JQ.

London Borough of **Waltham Forest**

BARNET
(London Borough)
ST. JAMES'S CATHOLIC HIGH SCHOOL
Grange Hill Road, Hurst Oak Edgware, HA8 9YP
Telephone: 01-959 5110
(Mixed Comprehensive: 11 to 18; 1,141)
Required January, 1977: DEPUTY HEAD TEACHER (Group 12: £5,301 to £6,024 per annum plus £312 allowance and £297 London Allowance).
Applications are invited from suitably qualified and experienced TEACHERS for the above post in this Catholic School.
In approved cases assistance may be given by way of payment of up to £150 for removal expenses and the payment of sensation allowances.
Application forms and further particulars obtainable from the Head Teacher (stamped addressed envelope) to be returned to the school by 1st October, 1976.
Director of Educational Services.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

NORTHFIELD SCHOOL
Selly Oak, B31 3HL
(C. Day Unit, 1,000 pupils, mixed school 11-18 (group 10 on 1.9.76), to 16, 6th)

Required by January, 1977, SECOND MISTRESS—to be responsible for the organisation of the Sixth Form.
Application forms and further particulars from the Chief Education Officer, Education Department, Margaret Street, Birmingham, B3 3BU (quoting reference 1/76) to whom they should be returned by 1st October, 1976.

DUDLEY
METROPOLITAN BOROUGH
THE HOLT ARGAL SCHOOL
Holt Argal Drive, Bexley
(Age Multilateral 11-18)
(13 to 18 7-Form Entry
Co-educational Comprehensive
(710 on roll)

Required for January 1977, following the retirement of the present holder, HEAD OF HISTORY
Candidates should be graduates with a keen interest in the pastoral care of children and a willingness to participate in the extra-curricular activities of the school. Experience of teaching in a 7-form entry comprehensive school would be an advantage.
Application forms and further particulars from the Director of Education, Education Department, 3 Ednam Road, Dudley, West Midlands, DY1 1HL (stamped addressed envelope).

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

WALTHAMSTOW SENIOR HIGH SCHOOL FOR GIRLS
Church Hill, London E17 9RZ
Headmistress, Mrs. B. Beaumont, B.A.

DEPUTY HEAD TEACHER

Group 11 for salary purposes, plus £297 London Allowance

Applications are invited for January, 1977, from experienced teachers for the Deputy Headship of this expanding 10 form entry Girls Comprehensive Senior High School, 820 on roll 14-19 age range. Thriving open Sixth Form for 200 students with own accommodation.

WARWICK BOYS' HIGH SCHOOL
Barrett Road, London E17 3ND
Headmaster, Mr. C. N. Ruff

DEPUTY HEAD

Group 8 plus £312 allowance for salary purposes, plus £297 London Allowance.

Applications are invited for January, 1977, from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 600 on roll (11-14 years age range).

Closing date for applications (both posts) October 1, 1976.

Application forms and further details obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6JQ.

London Borough of **Waltham Forest**

DERBYSHIRE
LADY MANNERS SCHOOL
Bakewell DE45 1JA
(Co-educational—Group 12
Required for January 1977, a SECOND DEPUTY HEAD (maintained) the first Deputy being a woman; the present holder of the appointment has been promoted.
Principal responsibilities attaching to the post are :
(a) completion of the School timetable, with associated curriculum problems.
(b) that the boys' discipline, which is of a high level, in the three Heads of School, Lower, Middle and Upper.
Further details of the appointment may be obtained by sending stamped addressed envelope (Second Deputy) to the Headmaster at the School; applications should be submitted to him by October 1st at the latest.

DEVON
BRAUNTON SCHOOL AND COMMUNITY COLLEGE
(Mixed : 600)
DEPUTY HEAD TEACHER (to assist with duties as Deputy Warden) required. Graduate or equivalent qualification. Group 8. Will additional allowance for Warden's duties.
Application forms, obtained by stamped addressed foolscap envelope from the Headmaster. Closing date : 29th September, 1976.

DEVON
KNOWLES HILL SCHOOL
Lenton Road, Newton Abbot
(Mixed : 11-18 : 1,000)
Required for January, 1977, as DEPUTY HEAD
A graduate of outstanding ability is sought to be responsible for a very large Sixth Form and serving as Deputy Head to one of the four Comprehensive Heads in the school. The post will include policy making, curriculum planning and pastoral responsibility for an age group. Some experience of expanding school would be helpful.
Salary Group 10. Removal expenses considered.
Application forms and further details (stamped addressed envelope) on request from the Headmaster to whom they should be returned by 30th September, 1976.

DEVON
KNOWLES HILL SCHOOL
Lenton Road, Newton Abbot
(Mixed : 11-18 : 1,000)
Required for January, 1977, as DEPUTY HEAD
A graduate of outstanding ability is sought to be responsible for a very large Sixth Form and serving as Deputy Head to one of the four Comprehensive Heads in the school. The post will include policy making, curriculum planning and pastoral responsibility for an age group. Some experience of expanding school would be helpful.
Salary Group 10. Removal expenses considered.
Application forms and further details (stamped addressed envelope) on request from the Headmaster to whom they should be returned by 30th September, 1976.

DONCASTER
EDUCATION COMMITTEE
ARMTHORPE COMPREHENSIVE SCHOOL
Moor Lane, Armthorpe
Doncaster, South Yorkshire.
Telephone: Armthorpe 6021.

Required for January, 1977 :
A suitably experienced CHEMISTRY to be HEAD OF UPPER SCHOOL (Senior Teacher).

The Head of Upper School is responsible for the academic progress, welfare, and discipline in the fourth, fifth and Sixth Forms, is assisted by a Brit-Assist Tutor and by both full-time and part-time tutors.

Applicants should possess good administrative ability and be interested in fostering high academic and social standards.

Letters of application, together with full curriculum vitae and the names of two referees, should be addressed to the Headmaster of the above school.

Closing date—1st October, 1976.

DONCASTER
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE SCHOOL
Toll Avenue, Edlington
Doncaster DN12 1BU
Telephone: Rotherham 864100

Required for January, 1977 :
SENIOR MISTRESS/MASTER (Salary Scale, Group 10 Deputy Head)

Applications from suitably qualified and experienced teachers are invited for this senior post which has become vacant upon the promotion of the present holder to a Headship.

As a member of the Senior Management Team, the Senior Mistress will share in the administration of the school and assume responsibility for pastoral work. The successful applicant will be looking for enthusiasm, initiative and commitment as essential qualifications for this important post.

Edlington Comprehensive is a purpose-built school accepting all pupils aged 11 to 18 years. It is situated on a 30-acre site just outside Doncaster and was opened in 1957.

Further details and application forms are available from the Head, to whom they should be returned by October 1st, 1976.

BOROUGH OF HARINGEY

RE-ADVERTISEMENT

Applications are invited for the

HEADSHIP

of
THE WILLIAM FORSTER SCHOOL, N15

vacant from 1st January, 1977. This is an 8 form entry mixed Group 11 comprehensive secondary school on a split site, reorganised in 1967. It has 80 teaching staff and a roll of 1,370. Including a developing Sixth Form of over 100 students.

Social Priority Allowance and London Allowance (£402) payable. Removal expenses 100% allowed.

Forms of application, together with further particulars, are available from the undersigned to be returned by 8th October, 1976.

Chief Education Officer, Education Offices, Somerset Road N17 9EH.

Leicestershire

Market Harborough Upper School
(A Leicestershire Plan 14-18 Upper School)

HEADSHIP

Group 12

Headmaster/Headmistress required from January or April for this well-established co-educational school. (1,155 pupils)

The post offers fine opportunities for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual child. Vacancy due to retirement of the present Headmaster.

Details on request.

Apply (no forms) with full particulars, and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 28th September.

HEADSHIP

GIRLS' GRAMMAR SCHOOL
SUBSEQUENTLY
MIXED COMPREHENSIVE SCHOOL
GROUP 11

HOVE GRAMMAR SCHOOL FOR GIRLS, Group 10, will be reorganized as a mixed 12 to 18 comprehensive school, Group 11, probably in September, 1979, and the person appointed will at the same time be appointed as Head-Designate of the reorganized school.

Application forms and further details from Chief Education Officer, PO Box 4, County Hall, Lewes. Closing date October 1.

East Sussex

Readvertisement :

Applications already received will be reconsidered.

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
MINCHENDEN SCHOOL
(MIXED COMPREHENSIVE)
HIGH STREET, SOUTHGATE N14 6BN
TELEPHONE 01-882 3746

SECOND MISTRESS

(Group 12. Roll 1,400)

Applications for this post are invited for January, 1977, from well qualified and experienced teachers. The successful applicant will be expected to work within a team of senior staff, and have particular responsibility for co-ordinating the pastoral system, based on year groups, as well as exercising overall control of girls' educational, welfare and strengthening links with the various auxiliary agencies. A teaching programme will be expected and applicants should state their particular interests.

Consideration given to the following : 100 per cent removal expenses, £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms, further details (stamped addressed envelope), obtainable from the Headmaster to whom they should be returned by September 24, 1976.

Educational Appointments

Men or women required for the following posts :

DEARNESIDE SCHOOL
Goldthorpe Road, Goldthorpe, Rotherham
Headteacher : L. Dickinson
This is a developing mixed school of 1,050 pupils, 11-16 years taking its fourth fully Comprehensive intake in September, 1976.
Required for January :

Deputy Headteacher (Group 11)
Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the 8th October, 1976 (stamped addressed envelope, please).

Woodwork (Scale 1)
Enthusiastic Teacher required immediately to work in Design-based Creative Studies Department catering for both boys and girls.

Apply by letter giving full curriculum vitae and two referees to the Headmaster as soon as possible.

BARNSLEY
Metropolitan Borough

SECONDARY
Deputy Headships
continued

EALING
(London Borough)
EDUCATION SERVICE
PERIVALE HIGH SCHOOL
Commonfields Lane, Acton, W3 8EQ
Required for January, 1977 :
HEAD of LAW (Graduate) Scale 3
(Ref. 16a), SECOND MISTRESS
(Ref. 16b), Senior Scale plus Group London Weighting and Social Priority Allowance.

A suitably qualified and experienced teacher is sought to assist in the general running of the school and to be responsible for pastoral care.

In appropriate cases, subject to conditions, assistance may be granted for rail fares for house purchase, removal expenses, lodging allowances and travel expenses while looking for accommodation.

Forms obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W13 3RU stamped addressed envelopes. Completed application forms should be returned to the Head, Reynolds High School, at the above address.

EALING
(London Borough)
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middlesex UB1 3BP
Required from January, 1977 :
DEPUTY HEAD (Pastoral and Administration) Scale (Group 12, Inner London Allowance).

Preferably the successful candidate will be expected to play a full part in the management of the school with involvement in boiling up and development, organisation and policy-making, but the post will be mainly concerned with the pastoral care, discipline, pastoral care and day-to-day administration.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging allowance and travel expenses while looking for accommodation.

London Allowance £402.

Forms obtainable from the Headmaster to be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
KINGSMEAD SCHOOL
Hertford Road, Enfield, Middlesex EN3 5XT
Telephone: 01-363 3057

Mixed Comprehensive 11-18 (Group 10)
HEAD of LAW Scale 3
Teacher Scale.

Required for January 1977, a well qualified TEACHER of Law with overall responsibility for the Course, Unit and Block Forms of the School. Vacancy due to promotion.

Consideration given to the following assistance : removal expenses, £400 maximum, generous lodging allowance, assistance towards temporary housing for two years, £300 per year for single person (up to £1,200 in certain cases).

Application forms and further details stamped addressed envelope from the Headmaster to whom completed forms should be returned by 1st October, 1976.

ESSEX
COUNTY COUNCIL
THE ROSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel. Chelmsford 61451

SENIOR MISTRESS

(Deputy Head Grade III) Approximately 1/3 of the time with Head and Deputy in the management of the school and the remainder with a full time school with excellent practice in a happy, lively environment.

Applications from successful achievement at senior level is sought, duties to include responsibility to the Headmaster for an important area of school organisation, direction and participation of pupil appointed to deputy headship.

The school has a creditable record of achievement in academic and other fields and gives special attention to the pastoral care of pupils.

Closing date for applications 22nd September, 1976.

HEAD OF TENTH YEAR

Scale 3. Experienced teachers are invited to apply for this key post offering opportunity to exercise leadership at high level in this expanding eight-form entry comprehensive school, due to commence in January, 1977. The successful candidate will be responsible to the Deputy Head (Pastoral) for the pastoral aspects of the work of the year. Excellent accommodation and amenities in a fine rural environment. Closing date for applications 22nd September, 1976.

WESTCLIFF H.S. SCHOOL
(High 330)
Ronald Hill Drive, Leigh-on-Sea SS9 3JL
Tel. Southend-on-Sea 78793

SECOND MISTRESS

Required for January, 1977, Applications invited from suitably qualified and experienced teachers of Biology to take up the responsibilities for one of the Heads of Faculty posts including Mathematics, Girls' Physical Education and Biology.

Applications and further details from the Divisional Education Officer, Cambridge House, Victoria Avenue, Southend-on-Sea. Completed application forms to be returned to the Headmaster at the school by 30th September, 1976.

HARINGEY
(Borough of)
EDUCATION SERVICE
THE FOUNDER SCHOOL
Lansdown Road, N15
SECOND MISTRESS required for this 11-18 (mixed) comprehensive school from January, 1977. To be responsible to Deputy Head (Pastoral) for the pastoral care of girls in the school.

Teacher Scale, and applicants are invited from well-qualified graduates and teachers with good academic qualifications and proven ability.

Experienced applicants with successful experience and proven ability will be expected to make major contributions to the organisation and administration of the school and to take overall responsibility for a department in this mixed comprehensive school.

Applicants should be aware of present developments in comprehensive education and be able to make a positive contribution.

Informal discussions with the Headmaster may be arranged by telephone.

Application forms, together with further particulars, available from the address underneath.

Removal expenses (£402) and London Allowance (£402) are payable.

Application forms and further particulars obtainable from the Education Officer, Somerset Road, N15 6QL.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CARDINAL BOURNE R.C. (VA) SECONDARY SCHOOL
Park Lane, Broxbourne

DEPUTY HEAD required from 1st of January, 1977. In this developing, 11-18 mixed all-ability school (approximately 800 on roll). Group 10 plus responsibility allowance reviewed to Group 8, plus Fringe Allowance £760.

Application forms and further particulars from the Headmaster (Tel. Hoddesdon 60561, 21).

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE KNIGHTS TEMPLAR SCHOOL
(Group 10)
Park Street, Baldock
Tel. 2672

(Co-educational Comprehensive 11-18)

Required for January 1977, HEAD of LOWER SCHOOL (Pupils 11-14) Senior Teacher Scale and Apex 1977 Senior Mistress Deputy Head Scale. Experienced teachers are invited to apply for either or both positions.

Details from Headmaster to whom candidates should address their applications, together with curriculum vitae and referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION

DEAL SECONDARY
Mill Road, Deal
(1,000 mixed)
(Group 10)

Required January, 1977, DEPUTY HEAD (Ref. 16/76) for this eight-form entry Secondary Modern School.

Applications and further details from the Divisional Education Officer, Cambridge House, Queen Street, Deal. Completed application forms to be returned to the Headmaster at the school by 30th September, 1976.

LIVERPOOL
HIGHER LOPGE COMPREHENSIVE (GIRLS) SCHOOL
Queens Drive, Liverpool L13 0AE

Required DEPUTY HEAD for January, 1977, to be responsible for roll of this eight form entry school (at present including 120 in sixth form).

Forms and further particulars obtainable from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ (Tel. 051-227 3411) to whom application forms should be returned.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post :

VALLEY COMPREHENSIVE SCHOOL
Hucknall Lane, Bestwood, Notts
(Headmaster : M. Johnson B.A. (Hons.), Lond.)
(1,600) 11-18)

For January, DEPUTY HEAD 11-A (Ref. Group 12, Inner London Allowance).

Must fully developed communication skills to be responsible for pupil discipline, external examination, administering the curriculum, etc. Further details available from the Headmaster.

Applications (no forms) to the Headmaster with curriculum vitae and with names of two referees as soon as possible.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Derbyshire Lane, Manor Park, E12 5EY
(Roll 1,500, Sixth Form 280)
Head, G.A.C. Taylor, M.A.
Telephone: 01-989 3772

DEPUTY HEAD TEACHER in this Group 12 co-educational comprehensive school.

The school has excellent facilities including Science, Arts and Humanities areas, Sports Hall, Swimming Pool, Library, etc.

The successful candidate will be responsible for the pastoral care and co-ordination of the curriculum and will be expected to play a full part in relations at all levels to improve the school organisation. He will also be responsible for staff development, in-service training, etc.

A well-qualified and experienced teacher is sought, fringe benefits advertisement and previous application not necessary.

Apply by letter to the Head Teacher quoting reference.

CITY OF SALFORD
EDUCATION DEPARTMENT
ELLESMERE PARK HIGH
Wentworth Road, Eccles
(1130 boys)
(11 to 18) Mixed Comprehensive (Group 10)

Required, from January 1977 :
DEPUTY HEAD TEACHER

It is hoped to appoint an enthusiastic, conscientious candidate who, in addition to making a major contribution to the management of the school, will have responsibility for curriculum development.

Please send stamped addressed envelope for Application form and further details to the Head Teacher at the above address, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

STAFFORDSHIRE
COUNTY COUNCIL
CONTINUATION COMMITTEE
NORTHERN AREA
LAUNE HOUSE
SECOND DEPUTY MISTRESS
Burton Road, Midway
Swadlincote
Tel. Burton-on-Trent 67222

Applications are invited from graduate teachers who are suitably qualified and experienced for the post which becomes vacant in January 1977. Involvement at the present Deputy in a Head-ship.

The school at present consists of 8 forms of approximately 30 pupils each. It is due to be rebuilt on the Brothertons site to extend to 12 forms. Phase 1 is expected to be completed in 1977. Phase 2 will follow.

Application forms, together with further particulars, available from the undersigned, to be returned by 30th September, 1976.

Removal expenses, London Allowance (£402) and Social Priority Allowance (£201) are payable.

Chief Education Officer, Education Offices, Somerset Road, Trull, Taunton.

STAFFORDSHIRE
COUNTY COUNCIL
CONTINUATION COMMITTEE
NORTHERN AREA
LAUNE HOUSE
GEORGE HALL COMPREHENSIVE SCHOOL
Sandon Road, Stone
Mr. J. D. Murphy
(Total 2,000)
Age range 11-18
Group 10
Number on Roll 1,427

DEPUTY HEAD required for January, 1977, to be responsible for the pastoral care of pupils. Group 10 plus Responsibility Allowance (Scale 3) to be discussed.

Applications are invited for the above appointment which is exempt from the Rehabilitation of Offenders Act 1974. Forms of application for this appointment and further particulars, where available, are obtained from the Head Teacher at the school. Applicants otherwise stated completed forms to be returned to the Head Teacher of the school on or before 30th September, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
LICHFIELD AREA
THE PAGET SCHOOL
Burton upon Trent
(1,000 boys)
Headmaster : I. McLeish, B.A.

SECOND DEPUTY HEADSHIP

Applications are invited from TEACHERS of wide experience, vision, energy and enthusiasm for key post in a developing Comprehensive School. The vacancy occurs from 1st January, 1977 on the retirement of the present holder.

Forms of application and further details may be obtained from the Headmaster at the School. Burton upon Trent, Staffordshire (Burton 67407) or from Burton upon Trent 67407, to whom they should be returned as soon as possible but not later than Wednesday, 29th September, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
Wakefield
Required for January 1977
DEPUTY HEAD (Group 9) to be responsible for the maintenance of good order and discipline.

This is a fine expanding 13-16 Comprehensive with 800 pupils on roll. A good staff is preforecast.

Application forms are available from the Headmaster, Castleford High School, Wakefield. Tel. 552211. Closing date for applications 30 September, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
NORMANTON HIGH SCHOOL
Wakefield
Required for January 1977
DEPUTY HEAD (Group 9) to be responsible for the maintenance of good order and discipline.

This is a fine expanding 13-16 Comprehensive with 800 pupils on roll. A good staff is preforecast.

Application forms are available from the Headmaster, Normanton High School, Wakefield. Tel. 552211. Closing date for applications 30 September, 1976.

WALSALL
METROPOLITAN BOROUGH EDUCATION DEPARTMENT
R. C. FRANCIS OF ASSISI H.S.
Chuckery Road, Walsall WS1 2DT
Telephone 0922 22331
Principal Mrs. Margaret Tindall School
SENIOR TEACHER
Required by January 1977: A specialist and experienced Teacher (full time) of Religious Education to the Sixth Form.

Application forms and further details may be obtained from the School. Completed forms to the Clerk to the Governors at the School. Chief Education Officer within 10 days of this appearance of this advertisement.

Remedial Posts

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION

DEAL SECONDARY
Mill Road, Deal
(1,000 mixed)
(Group 10)

Required January, 1977, an experienced TEACHER with a genuine interest in the needs of slow learners.

Further details and application forms from the Headmaster at the school.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENTON SCHOOL
REMEDIAL DEPARTMENT
Head (Scale 3)

Required for January, 1977, in this mixed comprehensive school of 1,200 pupils (11-18) a teacher with subjects TEACHING to head a remedial department of seven members of staff. Duties in need of special responsibility allowance (£201) are available for a three year period.

Further details and application forms from the Headmaster at the school.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENTON SCHOOL
REMEDIAL DEPARTMENT
Head (Scale 3)

Required for January, 1977, in this mixed comprehensive school of 1,200 pupils (11-18) a teacher with subjects TEACHING to head a remedial department of seven members of staff. Duties in need of special responsibility allowance (£201) are available for a three year period.

Further details and application forms from the Headmaster at the school.

NEWHAM
(London Borough of)
EDUCATION SERVICE
[illegible] School
[illegible]
[illegible]
[illegible]

SECONDARY English continued

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION

THE KNIGHTS TEMPLAR SCHOOL
Baldock
(Form 10)
Park Street, Baldock
SG7 6AG
(Co-educational comprehensive) 800
(11 to 18)

HEAD OF ENGLISH DEPARTMENT required January/September 1977 (Scale 4). An experienced TEACHER is required to lead the department. An interest in teaching English as a foreign language and public speaking scholarship and remedial.

Further details from the Headteacher, to whom applications should be sent in writing, supported by a curriculum vitae and two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
ENGLISH HIGH SCHOOL
Hartshead Drive, Kingston upon Hull
HU8 7ES. (Tel. 0482 [illegible])
Required in January, 1977 a HEAD OF ENGLISH (Scale 4) following promotion of the present holder to a headship. Candidates, who should be graduates, are well established and with a good honours degree. A keen interest in extra-curricular drama would be welcomed.

This is a comprehensive school for 13 to 18 years. Application forms and further details may be obtained by the Head to whom completed forms should be returned within fourteen days.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
QUEST COMPREHENSIVE SCHOOL

Required from January 1977 a HEAD OF ENGLISH Department (Scale 4 at the time-form entry requirement). 1,250 pupils.

The post offers considerable opportunity for a dynamic and enthusiastic teacher who is interested in developing the potential of all abilities. The school is developing extensive facilities including a drama studio and has also plans already in part operation.

Further details and application forms may be obtained from the Head Teacher, to whom completed application forms should be returned by Friday 1st October, 1976.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. Applications are invited for the following posts:

SENIOR MASTER/MISTRESS Scale 4 to be responsible for the Senior High School (560 on roll) in Walthamstow. Successful candidate will have a strong interest in the pastoral system and the ability to lead a team of teachers.

HEAD OF ENGLISH Scale 4 is required for this senior comprehensive school (1,000 on roll) in Walthamstow. Successful candidate will have a strong interest in English and ENVIRONMENTAL STUDIES and the ability to lead a team of teachers.

HEAD OF ENGLISH Scale 4 is required for this senior comprehensive school (1,000 on roll) in Walthamstow. Successful candidate will have a strong interest in English and ENVIRONMENTAL STUDIES and the ability to lead a team of teachers.

Applications with details of experience in teaching skills and the names of two referees should be sent to the Headteacher as soon as possible. Informal enquiries to Mr. Palmer Road, Chingford 01-529 [illegible].

CUMBRIA
EDUCATION COMMITTEE
BEDGEBURN SECONDARY SCHOOL
Bedgeburn, Kendal, LA8 9DP. (Tel. 150)
(Group 4)
Developing 13-18 middle school.
Required from January 1977 a HEAD OF ENGLISH or possible candidate for a suitably experienced teacher of English and ENVIRONMENTAL STUDIES.
Candidates should be graduates with a good honours degree in English and preferably have a C.S.E. or equivalent course in Environmental Studies.
Application forms and further details are available from the Headmaster, to whom completed forms should be returned within ten days of the appearance of this advertisement.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Comprehensive Co-educational 11-18 years) 1,000 pupils
Required for January 1977 —
HEAD OF ENGLISH DEPARTMENT to teach throughout the ability range. For a specialist in remedial work and drama. Ability required to take responsibility for the whole department. Scale 4 post could carry a Scale 5 allowance.

Forms of application and further details available from the Headmaster, Mr. J. Fletcher, to whom completed forms should be returned by 4th October, 1976. Closing date, 1st October, 1976.

ESSEX
COUNTY COUNCIL
MOORHEAD HIGH SCHOOL
High Road
Brian Grimshaw (principal)
Tel. Chigwell 9010

DEPUTY HEAD OF ENGLISH

Scale 4 (point January, 1977 — Scale 3 (1 to 3 of 4 level existing)

Application forms and further particulars, to which applications should be returned within 14 days of the appearance of this advertisement, may be obtained from the Head of the Department, Mrs. Jean Lewis, at the above address.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
(Mixed 11-18 Multilateral)
Hacketts Gardens, Upminster
RM14 2HA
Required January, 1977 —
HEAD OF ENGLISH (Scale 4) responsibility for organising English teaching in the first two years. Subject to approval established as 2 i/c level. Scale 2 allowance for satisfactory candidate.

Apply by letter to Head teacher with curriculum vitae and names of two referees.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Mellow Lane, Hayes, Middx. Hayes UB4 8JH
(Form Entry 10) (Tel. 1,197 : 136 in Sixth Form)
Headteacher : G. D. Walters, J.P., B.Sc.
Required for January or as soon as possible : TEACHER of ENGLISH, Scale 3, to lead a quality team responsibility in an expanding and progressive department. The successful candidate will be responsible for developing materials consistent with the school's organisation and aiming to the least school and for the production of the school magazine.

Experience of teaching mixed ability groups, C.S.E. and G.C.E. O level examinations up to A level, and a specialism in Linguistic Skills or Drama would be an advantage. Applications from graduates with an interest in experimental work would be welcomed.

Application forms available, to be returned by 30th September, 1976, obtainable on receipt of a stamped addressed envelope from the Head Teacher. Completed application forms should be returned by 1st October, 1976.

CROYDON
OLD PALACE SCHOOL
(600 girls)
Old Palace Road, Croydon
Required: Independent
Remedial for January, 29 earlier, TEACHER to teach remedial ENGLISH to Advanced and Ordinary level classes. Scale 3 offered because of a serious illness, for two years only. Scale 2 post for graduate beginner would be considered.

Applications with details of experience in teaching skills and the names of two referees should be sent to the Headmistress as soon as possible.

Further details and application forms from the Headmaster, Bradley Stoke Comprehensive School, Bradley Stoke, Bristol. Telephone 0454 [illegible].

WILTSHIRE
THE MATRAVERS SCHOOL
WESTBURY, WILTS.
(Co-educational 11-18 years)
Required for January 1977 an experienced TEACHER of ENGLISH to be responsible for the School Library. Scale 2 only available and preference in 1973 and has established a considerable collection. Applications are welcomed from graduates who have well established and the ability to lead a team of teachers.

Further details and application forms from the Headmaster, Mr. J. Fletcher, to whom completed forms should be returned by 4th October.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CAPTAINCY COMPREHENSIVE SCHOOL
Luton
Headmaster: Mr. W. P. Davis, B.Sc.
Required as soon as possible, TEACHER of ENGLISH following the departure of Mrs. Bullock.

Scale 1 post could be available for a suitably experienced candidate.

Full applications immediately with details of qualifications, experience, references and names of two referees to Mr. Phillips, Vauxhall College, Hope, Bedford. Tel. 2800 from whom further details can be obtained.

DERBYSHIRE
BRIDGE HILL SCHOOL
ENGLISH TEACHER required in September for a girl who will join the staff at Scale 1 level, available level 2 area.

Apply to the Headmistress, with full details and address of two referees.

ESSEX
COUNTY COUNCIL
HELENA ROMANES SCHOOL
Parsonage Road, Dunmow
Principal: Miss D. Powell, M.A.
Tel. Great Dunmow 3424

ENGLISH

Required for January 1977 a graduate TEACHER of ENGLISH to teach throughout the ability range. Scale 1 allowance available. Applications should be made to the Headmistress, Miss D. Powell, M.A., from whom further details may be obtained.

HAMPSHIRE
FAREHAM/GOSPORT AREA
PARK LANE, Lee-on-the-Solent, Hants. PO13 8EH
Graduate TEACHER of LINGUISTIC SKILLS required for January, 1977. Skills in Drama highly desirable. Possibility of Scale 2 post for right member of some experience.

Please write to College for curriculum vitae and names of two referees. Further details available from Mr. Bowden, Vice-Principal.

Candidates living in Portsmouth area may wish to undertake some teaching duties.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY COMPREHENSIVE SCHOOL
(Co-educational 11 to 18)
Required for January, 1977 —
ENGLISH TEACHER, Scale 2i
Responsible for the library and for the Sixth Form.

Application forms available from the Deputy Education Officer, Education Offices, Rotherham Road, Rotherham. Telephone 0151 [illegible].

WILTSHIRE
THE MATRAVERS SCHOOL
WESTBURY, WILTS.
(Co-educational 11-18 years)
Required for January 1977 an experienced TEACHER of ENGLISH to be responsible for the Library. Scale 2 only available and preference in 1973 and has established a considerable collection. Applications are welcomed from graduates who have well established and the ability to lead a team of teachers.

Further details and application forms from the Headmaster, Mr. J. Fletcher, to whom completed forms should be returned by 4th October.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CAPTAINCY COMPREHENSIVE SCHOOL
Luton
Headmaster: Mr. W. P. Davis, B.Sc.
Required as soon as possible, TEACHER of ENGLISH following the departure of Mrs. Bullock.

Scale 1 post could be available for a suitably experienced candidate.

Full applications immediately with details of qualifications, experience, references and names of two referees to Mr. Phillips, Vauxhall College, Hope, Bedford. Tel. 2800 from whom further details can be obtained.

DERBYSHIRE
BRIDGE HILL SCHOOL
ENGLISH TEACHER required in September for a girl who will join the staff at Scale 1 level, available level 2 area.

Apply to the Headmistress, with full details and address of two referees.

ESSEX
COUNTY COUNCIL
HELENA ROMANES SCHOOL
Parsonage Road, Dunmow
Principal: Miss D. Powell, M.A.
Tel. Great Dunmow 3424

ENGLISH

Required for January or as soon as possible : TEACHER of ENGLISH, Scale 3, to lead a quality team responsibility in an expanding and progressive department. The successful candidate will be responsible for developing materials consistent with the school's organisation and aiming to the least school and for the production of the school magazine.

Experience of teaching mixed ability groups, C.S.E. and G.C.E. O level examinations up to A level, and a specialism in Linguistic Skills or Drama would be an advantage. Applications from graduates with an interest in experimental work would be welcomed.

Application forms obtainable, to be returned by 30th September, 1976, obtainable on receipt of a stamped addressed envelope from the Head Teacher. Completed application forms should be returned by 1st October, 1976.

CROYDON
OLD PALACE SCHOOL
(600 girls)
Old Palace Road, Croydon
Required: Independent
Remedial for January, 29 earlier, TEACHER to teach remedial ENGLISH to Advanced and Ordinary level classes. Scale 3 post offered because of a serious illness, for two years only. Scale 2 post for graduate beginner would be considered.

Applications with details of experience in teaching skills and the names of two referees should be sent to the Headmistress as soon as possible.

Further details and application forms from the Headmaster, Bradley Stoke Comprehensive School, Bradley Stoke, Bristol. Telephone 0454 [illegible].

HAMPSHIRE
FAREHAM/GOSPORT AREA
PARK LANE, Lee-on-the-Solent, Hants. PO13 8EH
Graduate TEACHER of LINGUISTIC SKILLS required for January, 1977. Skills in Drama highly desirable. Possibility of Scale 2 post for right member of some experience.

Please write to College for curriculum vitae and names of two referees. Further details available from Mr. Bowden, Vice-Principal.

Candidates living in Portsmouth area may wish to undertake some teaching duties.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY COMPREHENSIVE SCHOOL
(Co-educational 11 to 18)
Required for January, 1977 —
ENGLISH TEACHER, Scale 2i
Responsible for the library and for the Sixth Form.

Application forms available from the Deputy Education Officer, Education Offices, Rotherham Road, Rotherham. Telephone 0151 [illegible].

WILTSHIRE
THE MATRAVERS SCHOOL
WESTBURY, WILTS.
(Co-educational 11-18 years)
Required for January 1977 an experienced TEACHER of ENGLISH to be responsible for the Library. Scale 2 only available and preference in 1973 and has established a considerable collection. Applications are welcomed from graduates who have well established and the ability to lead a team of teachers.

Further details and application forms from the Headmaster, Mr. J. Fletcher, to whom completed forms should be returned by 4th October.

DERBYSHIRE
BEDE MANAGEMENT COMMITTEE
HIGH PEAK VALLEY COLLEGE
Developing 5-form entry rural secondary school situation in mainly modern buildings in the Peak District National Park. Scale 2 post offered to suitably experienced candidate for January, 1977 to assist in the teaching of ENGLISH and to be responsible for organising the English Department with particular reference to the Sixth Form.

Opportunity to join with other professionals, including Drama and Music specialists. Excellent library.

Scale 4 post could be available for a suitably experienced candidate.

Full applications immediately with details of qualifications, experience, references and names of two referees to Mr. Phillips, Vauxhall College, Hope, Bedford. Tel. 2800 from whom further details can be obtained.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Mellow Lane, Hayes, Middx. Hayes UB4 8JH
(Form Entry 10) (Tel. 1,197 : 136 in Sixth Form)
Headteacher : G. D. Walters, J.P., B.Sc.
Required for January or as soon as possible : TEACHER of ENGLISH, Scale 3, to lead a quality team responsibility in an expanding and progressive department. The successful candidate will be responsible for developing materials consistent with the school's organisation and aiming to the least school and for the production of the school magazine.

Experience of teaching mixed ability groups, C.S.E. and G.C.E. O level examinations up to A level, and a specialism in Linguistic Skills or Drama would be an advantage. Applications from graduates with an interest in experimental work would be welcomed.

Application forms obtainable, to be returned by 30th September, 1976, obtainable on receipt of a stamped addressed envelope from the Head Teacher. Completed application forms should be returned by 1st October, 1976.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
BUNNYSIDE SECONDARY SCHOOL
Halifax
(970 on roll)
Required for January 1977 a full time ENGLISH TEACHER (Scale 2) to assist as ASSISTANT TEACHER (Scale 3) responsible for the organisation of ENGLISH as to C.S.E. level and below. Candidates must be graduates with a keen interest in the integrated studies course with mixed ability groups.

Application forms obtainable, to be returned by 30th September, 1976, obtainable on receipt of a stamped addressed envelope from the Head Teacher. Completed application forms should be returned by 1st October, 1976.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Comprehensive Co-educational 11-18 years) 1,000 pupils
Required for January 1977 —
HEAD OF ENGLISH DEPARTMENT to teach throughout the ability range. For a specialist in remedial work and drama. Ability required to take responsibility for the whole department. Scale 4 post could carry a Scale 5 allowance.

Forms of application and further details available from the Headmaster, Mr. J. Fletcher, to whom completed forms should be returned by 4th October. Closing date, 1st October, 1976.

HAMPSHIRE
FAREHAM/GOSPORT AREA
PARK LANE, Lee-on-the-Solent, Hants. PO13 8EH
Graduate TEACHER of LINGUISTIC SKILLS required for January, 1977. Skills in Drama highly desirable. Possibility of Scale 2 post for right member of some experience.

Please write to College for curriculum vitae and names of two referees. Further details available from Mr. Bowden, Vice-Principal.

Candidates living in Portsmouth area may wish to undertake some teaching duties.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
KING'S LANGLEY SCHOOL
Love Lane, Kings Langley
(Form Entry 8) (Tel. [illegible])
Required for January, 1977 —
HEAD OF ENGLISH (Scale 4) to succeed Mr. Hall who is retiring in July. Applicants should be graduates with a good honours degree in English and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON upon HULL DIVISION
HULL HIGH HOUSE SCHOOL
Prince's Dock Street, Hull
Head Teacher: D. Ferguson, B.Sc. (Econ.), Ex. C.D.M.S.
Required for January, 1977, a newly qualified TEACHER of ENGLISH.

This is a school for 300+ boys including a sixth form. Candidates should have a readiness to help with the life of the school and a knowledge of setting out work for examinations.

Application forms are available from the Head Teacher. Completed application forms should be returned by 30th September.

ISLE OF MAN
BOARD OF EDUCATION
CASTLETOWN GIRLS' HIGH SCHOOL
(11-18)
Required for January 1977 in this Comprehensive Co-educational Grammar School (1,000 pupils; age range 11 to 18 years) —
HEAD OF ENGLISH DEPARTMENT with some DRAMATIC WORK and some CHILD DEVELOPMENT.

Forms of application and further particulars from the Headmistress, Miss Ballacrennan Junior High School, Douglas. Closing date: 1st October 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND SCHOOL FOR GIRLS
Darnley Road, Gravesend, Kent DA11 0NJ
(Telephone 0474 [illegible])
Required for January, 1977 —
Scale 2 TEACHER of ENGLISH to lead 3A in LR, largely academic.
Scale 2 TEACHER of ENGLISH/DRAMA qualified ENGLISH GRADUATE, possibly with Drama qualification, to share DRAMA responsibilities, to share Drama studio and to participate fully in Drama activities throughout the school.

Opportunity to develop interest in resources.

Interview date: September 30.

Hostage telephone charge for information or application forms by letter, quoting reference.

LANCASTER
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided 800 boys including 150 boarders and Sixth Form of 300)
Required for January, 1977, ASSISTANT MASTER to teach ENGLISH and GENERAL STUDIES to Sixth Form Scholarship level. Ability to assist with Games. Opportunity for Rugby or Combined Cadet Force would be an added recommendation.

Residential accommodation available but preference given to married couple willing to undertake some boarding duties.

Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster. The Royal Grammar School, Lancaster.

ST. HELENS
EDUCATION COMMITTEE
Cowley High School
Cowley Hill, St. Helens, Merseyside WA10 2AP
(Tel. [illegible])
H.M.I. Chief Grant Sexual preparation for Scale 4 Teaching appointment in September, 1977.

Required for January, 1977 —
Experienced TEACHER of ENGLISH, preferably graduate, to teach ENGLISH in Sixth Form. Special interest in drama and ability to assist with school play. A scale post is available for suitable candidate.

Apply to the Headmistress giving curriculum vitae and the names of two referees.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
EDUCATION DEPARTMENT
HEMSWORTH HIGH SCHOOL
Required for January, 1977 in this 13 form Entry Comprehensive for 11 to 18½ boys and girls, a TEACHER of HISTORY, this Officer will establish a "O" level and C.S.E. Mode 3 Course and a full range of Sixth Form work to "A" level. Good Degree and Capable Studies.

A suitably qualified person will be expected to help with extra-curricular activities.

Please apply in writing giving full details of qualifications, experience and names of two referees to Mr. [illegible], Headmaster, Hemsworth High School, Station Road, Hemsworth.

KILLINGTON
(London Borough of)
HAMMILL SCHOOL
Hammill Lane, Hayes UB3 1HD
Number on roll, 1,096
(9 to Sixth Form)
Required for January, 1977 —
HEAD of ENGLISH DEPARTMENT (Scale 4) to succeed Mr. [illegible] who is retiring. Applicants should be graduates with a good honours degree in English and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON upon HULL DIVISION
HULL HIGH HOUSE SCHOOL
Prince's Dock Street, Hull
Head Teacher: D. Ferguson, B.Sc. (Econ.), Ex. C.D.M.S.
Required for January, 1977, a newly qualified TEACHER of ENGLISH.

This is a school for 300+ boys including a sixth form. Candidates should have a readiness to help with the life of the school and a knowledge of setting out work for examinations.

Application forms are available from the Head Teacher. Completed application forms should be returned by 30th September.

ISLE OF MAN
BOARD OF EDUCATION
CASTLETOWN GIRLS' HIGH SCHOOL
(11-18)
Required for January 1977 in this Comprehensive Co-educational Grammar School (1,000 pupils; age range 11 to 18 years) —
HEAD OF ENGLISH DEPARTMENT with some DRAMATIC WORK and some CHILD DEVELOPMENT.

Forms of application and further particulars from the Headmistress, Miss Ballacrennan Junior High School, Douglas. Closing date: 1st October 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND SCHOOL FOR GIRLS
Darnley Road, Gravesend, Kent DA11 0NJ
(Telephone 0474 [illegible])
Required for January, 1977 —
Scale 2 TEACHER of ENGLISH to lead 3A in LR, largely academic.
Scale 2 TEACHER of ENGLISH/DRAMA qualified ENGLISH GRADUATE, possibly with Drama qualification, to share DRAMA responsibilities, to share Drama studio and to participate fully in Drama activities throughout the school.

Opportunity to develop interest in resources.

Interview date: September 30.

Hostage telephone charge for information or application forms by letter, quoting reference.

LANCASTER
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided 800 boys including 150 boarders and Sixth Form of 300)
Required for January, 1977, ASSISTANT MASTER to teach ENGLISH and GENERAL STUDIES to Sixth Form Scholarship level. Ability to assist with Games. Opportunity for Rugby or Combined Cadet Force would be an added recommendation.

Residential accommodation available but preference given to married couple willing to undertake some boarding duties.

Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster. The Royal Grammar School, Lancaster.

ST. HELENS
EDUCATION COMMITTEE
Cowley High School
Cowley Hill, St. Helens, Merseyside WA10 2AP
(Tel. [illegible])
H.M.I. Chief Grant Sexual preparation for Scale 4 Teaching appointment in September, 1977.

Required for January, 1977 —
Experienced TEACHER of ENGLISH, preferably graduate, to teach ENGLISH in Sixth Form. Special interest in drama and ability to assist with school play. A scale post is available for suitable candidate.

Apply to the Headmistress giving curriculum vitae and the names of two referees.

KIRKLEES
METROPOLITAN COUNCIL
COUNCIL HOUSE, HUDDERSFIELD
Cowley High School
Cowley Hill, St. Helens, Merseyside WA10 2AP
(Tel. [illegible])
Required for January, 1977 —
Experienced TEACHER of ENGLISH, preferably graduate, to teach ENGLISH in Sixth Form. Special interest in drama and ability to assist with school play. A scale post is available for suitable candidate.

Apply to the Headmistress giving curriculum vitae and the names of two referees.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
EDUCATION DEPARTMENT
HEMSWORTH HIGH SCHOOL
Required for January, 1977 in this 13 form Entry Comprehensive for 11 to 18½ boys and girls, a TEACHER of HISTORY, this Officer will establish a "O" level and C.S.E. Mode 3 Course and a full range of Sixth Form work to "A" level. Good Degree and Capable Studies.

A suitably qualified person will be expected to help with extra-curricular activities.

Please apply in writing giving full details of qualifications, experience and names of two referees to Mr. [illegible], Headmaster, Hemsworth High School, Station Road, Hemsworth.

KILLINGTON
(London Borough of)
HAMMILL SCHOOL
Hammill Lane, Hayes UB3 1HD
Number on roll, 1,096
(9 to Sixth Form)
Required for January, 1977 —
HEAD of ENGLISH DEPARTMENT (Scale 4) to succeed Mr. [illegible] who is retiring. Applicants should be graduates with a good honours degree in English and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
(Grammar, all boys)
Required January, 1977 —
HEAD of ENGLISH to teach English and public speaking to Sixth Form. Ability to lead and inspire staff essential.

Application forms from Head Master.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
LONGTON HIGH SCHOOL
Weston Coyney Road, Longton, Stoke-on-Trent
(Form Entry 8) (Tel. [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY, Scale 2, for this mixed Comprehensive school. The successful candidate would not only be responsible for the teaching of Geography to pupils of all ages and abilities but would be expected to play a full part in the life of the school. The Department also embraces the teaching of History and Social Studies and is involved in mock Field Work.

This 11 to 18 fully comprehensive school is located on a modern estate in the north-west residential area of the town.

Application forms and further details obtainable from the Education Officer, Mr. J. Sutton, Wedgwood Way, Stoke-on-Trent, Staffordshire ST4 2RL, within 7 days of this appearance. Completed application forms should be returned within 14 days of this advertisement.

KILLINGTON
(London Borough of)
HAMMILL SCHOOL
Hammill Lane, Hayes UB3 1HD
Number on roll, 1,096
(9 to Sixth Form)
Required for January, 1977 —
HEAD of ENGLISH DEPARTMENT (Scale 4) to succeed Mr. [illegible] who is retiring. Applicants should be graduates with a good honours degree in English and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

DUNCASTER
EDUCATION COMMITTEE
BRODSWORTH HIGH SCHOOL
Brodsworth Road, Brodsworth, Doncaster
(Tel. [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY
Applications are invited for the above appointment which is to commence in January, 1977 or earlier if possible. Application for this appointment and further particulars of the conditions of service may be obtained from the Head Teacher at the above address.

Unless otherwise stated completed forms should be sent to the Director of Education at the address in Scale 1 with Remarks, 1976.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1977
WEDNESFIELD HIGH SCHOOL
(Mixed)
Scale 2: Head of Department to lead a team of 5 teachers in the Sixth Form. Applicants should be graduates of all ages and ability with a C.S.E. Mode 3 Course.

The Department also embraces the teaching of History and Social Studies and is involved in mock Field Work.

This 11 to 18 fully comprehensive school is located on a modern estate in the north-west residential area of the town.

Application forms and further details obtainable from the Education Officer, Mr. J. Sutton, Wedgwood Way, Stoke-on-Trent, Staffordshire ST4 2RL, within 7 days of this appearance. Completed application forms should be returned within 14 days of this advertisement.

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
GREAT BARDFIELD SCHOOL
(High Road)
Duffield Road, Great Bardfield, Braintree, CM7 4SU
(Tel. [illegible])
GEOGRAPHY

11-18 purpose built mixed Comprehensive School, 5-form entry [illegible] facilities and 500 pupils. Fifth Wing recently completed.

Required for 1st January, 1977, experienced GRADUATE to act as Head of the GEOGRAPHY DEPARTMENT.

Scale 3 offered but the candidate will be expected to undertake a responsible amount of [illegible] and A level teaching as well as to take part in the activities of the Geography Department, including Field Study Courses.

Application forms and further particulars may be obtained from the Head to the School to whom completed forms should be returned.

HOUNSLOW
(London Borough)
CRANBY HOUSE, CRANBY AVENUE, Isleworth, Middlesex TW7 4EB
HEADMISTRESS required for this Comprehensive School for 11-16 year old girls. Application forms and further details from the Director of Education, Civic Offices, Lampton Road, Hounslow, Middlesex TW3 4DN. Closing date, 1st October, 1976.

KIRKLEES
METROPOLITAN COUNCIL
COUNCIL HOUSE, HUDDERSFIELD
Cowley High School
Cowley Hill, St. Helens, Merseyside WA10 2AP
(Tel. [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY, Scale 2, to take over responsibility for the Geography Department. Applicants should be graduates with a good honours degree in Geography and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

DUNCASTER
EDUCATION COMMITTEE
BRODSWORTH HIGH SCHOOL
Brodsworth Road, Brodsworth, Doncaster
(Tel. [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY
Applications are invited for the above appointment which is to commence in January, 1977 or earlier if possible. Application for this appointment and further particulars of the conditions of service may be obtained from the Head Teacher at the above address.

Unless otherwise stated completed forms should be sent to the Director of Education at the address in Scale 1 with Remarks, 1976.

ESSEX
COUNTY COUNCIL
CHAFFORD COMPREHENSIVE SCHOOL (11-18)
Clockhouse Avenue, Rush Green, Romford, RM7 0PX
(Tel. [illegible])
GEOGRAPHY

Required from 1st November or as soon as possible thereafter a GRADUATE to teach Geography throughout the ability range. Scale 2 post offered.

Application forms and further details from the Headmaster, Dr. F. [illegible] (stamped addressed envelope).

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
AINSDALE COUNTY SECONDARY SCHOOL
Segars Lane, Ainsdale, Southport, Merseyside PR8 3PY
Headmaster: Mr. R. J. Smart, M.A.
Required for 1st January, 1977:
Well qualified and experienced GRADUATE to take charge of the DEPARTMENT of HISTORY. Scale 3. In this 11 to 16 Secondary School.

Candidates should apply, by letter, to the Head at the school giving particulars of qualifications and experience and the names and addresses of two referees. Further particulars, including Housing Conditions, may be obtained from the school on receipt of a stamped addressed envelope.

Closing date for the receipt of application form: Friday, 8th October, 1976.

SHROPSHIRE
EDUCATION COMMITTEE
NEOLS BRACE MODERN SCHOOL
Longden Road, Shrewsbury SY3 9EW
HEAD of HISTORY, Scale 3.
Required January, 1977, an experienced and enthusiastic TEACHER.

Further details from Head (stamped addressed envelope).

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
DURHAM ST. LEONARDS R.C. COMPREHENSIVE
(7/8 Form Entry 1,230 on Roll, 11-18 Mixed Form)
HISTORY : salary scale 2. Successful candidate will be responsible for a suitably experienced candidate for the post of Head of Department.

LANCASHIRE
BURY GRAMMAR SCHOOL
(H.M.C. 700 Boys. Direct Grant)
Required in the New Year a HISTORY TUTOR. The salary will be Burnham Scale 3 with a Responsibility Allowance for the promotion of Sixth Form Studies. The Department is closely involved in the implementation of the new J.M.B. syllabus. Initiative would be welcomed.

Boys have a good academic ability and a keen interest in their work. Good facilities for Sixth Form work. Games compulsory.

Application forms and further particulars from the Headmaster, Bury Grammar School, Bury BL9 0HN (re-advertisement).

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON WESTON FAVELL SCHOOL
Booth Lane South, Northampton
(Mixed 11-18 Multilateral and developing comprehensive Upper School for Weston Favell Area) (Tel. [illegible])
Required for September, 1977 —
HEAD of HISTORY to be HEAD of HISTORY AND HUMANITIES DEPARTMENT of Humanities. The Department of Humanities includes History, Geography and Economics. The Department is well established and the person appointed will share in the development of Integrated Studies and Environmental and Social Studies.

The appointment is at Scale 4 and the successful applicant will be expected to take up duty in January, 1977.

Assistance with removal expenses and/or housing if applicant resides outside London.

Application forms and further details of the post may be obtained from the Headmaster. Dr. F. [illegible] (stamped addressed envelope).

Closing date: 1st October, 1976.

LEICESTERSHIRE
ENGLISH MARTYRS R.C. Aston Lane, Leicester LE5 0FE
(Comprehensive, 11-18) (Tel. [illegible])
HISTORY

Scale 3 or 2 according to qualifications and experience.

From January. GRADUATE required, some economics preferred. Please state a subsidiary subject. Scale 2 offered to assist the School's transitional period. Occasional evening duties.

Further details from the Head, to whom completed application forms should be returned by 30th September, 1976.

Scale 1 Posts

BROMLEY
(London Borough of)
Various conditions, remuneration and grades to be determined. Distinguished state aided boarding and day school for girls. Situated in Bromley, which is a thriving and progressive London suburb. The school has two large, modern, well-equipped Science Departments.

Candidates should be graduates, preferably with a good honours degree, and have a keen interest in teaching Science to girls of 11 to 16 years of age.

Further details and application forms may be obtained from the Headmistress, Miss [illegible], Bromley High School GDST, Blackbrook Lane, Bromley, Kent BR1 2TW.

CAMBRIDGESHIRE
PETERBOROUGH AREA
HIGH SCHOOL
Park Lane, Peterborough, PE1 2UH
(Tel. Peterborough [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY, Scale 2 (1 point).

The Local Education Authority have their own boarding and house system in the school.

Please apply in writing, giving full details of qualifications and experience, addressed to the Deputy Head (Mistress), Miss [illegible], B.A. at the above address or [illegible] 2nd, 1976.

ESSEX
COUNTY COUNCIL
CHAFFORD COMPREHENSIVE SCHOOL (11-18)
Clockhouse Avenue, Rush Green, Romford, RM7 0PX
(Tel. [illegible])
GEOGRAPHY

Required from 1st November or as soon as possible thereafter a GRADUATE to teach Geography throughout the ability range. Scale 1 post offered.

Application forms and further details of the post may be obtained from the Headmaster, Dr. F. [illegible] (stamped addressed envelope).

HOUNSLOW
(London Borough)
CRANBY HOUSE, CRANBY AVENUE, Isleworth, Middlesex TW7 4EB
HEADMISTRESS required for this Comprehensive School for 11-16 year old girls. Application forms and further details from the Director of Education, Civic Offices, Lampton Road, Hounslow, Middlesex TW3 4DN. Closing date, 1st October, 1976.

KIRKLEES
METROPOLITAN COUNCIL
COUNCIL HOUSE, HUDDERSFIELD
Cowley High School
Cowley Hill, St. Helens, Merseyside WA10 2AP
(Tel. [illegible])
Required for January, 1977 —
TEACHER of GEOGRAPHY, Scale 1, to take over responsibility for the Geography Department. Applicants should be graduates with a good honours degree in Geography and preferably have a C.S.E. or equivalent course in Environmental Studies.

The post is in a 13-18 comprehensive school situated in the Chilterns within 20 miles from London. Access to the London Ventures Studies Centre in Bowyers.

Applications with curriculum vitae and names of two referees should be sent to the Head Teacher of the school.

Geography

Heads of Department

BROMLEY
(London Borough of) conditions, remuneration and grades to be determined. Distinguished state aided boarding and day school for girls. Situated in Bromley, which is a thriving and progressive London suburb. The school has two large, modern, well-equipped Science Departments.

Candidates should be graduates, preferably with a good honours degree, and have a keen interest in teaching Science to girls of 11 to 16 years of age.

Further details and application forms may be obtained from the Headmistress, Miss [illegible], Bromley High School GDST, Blackbrook Lane, Bromley, Kent BR1 2TW.

ESSEX
COUNTY COUNCIL
CHAFFORD COMPREHENSIVE SCHOOL (11-18)
Clockhouse Avenue, Rush Green, Romford, RM7 0PX
(Tel. [illegible])
GEOGRAPHY

Required from 1st November or as soon as possible thereafter a GRADUATE to teach Geography throughout the ability range. Scale 1 post offered.

Application forms and further details of the post may be obtained from the Headmaster, Dr. F. [illegible] (stamped addressed envelope).

History

Heads of Department

BROMLEY
(London Borough of) conditions, remuneration and grades to be determined. Distinguished state aided boarding and day school for girls. Situated in Bromley, which is a thriving and progressive London suburb. The school has two large, modern, well-equipped Science Departments.

Candidates should be graduates, preferably with a good honours degree, and have a keen

SECONDARY
Mathematics
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION

THE ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(1,600 + School)
High school with comprehensive lower school. Newly building, good facilities, C.S.E., G.C.E. and interest-related courses. Commencing MATHEMATICS TEACHER (Graduate), for developing department, required in September, Mainly S.M.P. and work in Kent Mathematics Project, Probably suitable for candidates with some experience but could suit outstanding candidate seeking first appointment.
Applications with curriculum vitae and naming two referees initially by letter to the Headmaster from whom further details are obtainable on receipt of stamped addressed envelope.

LINCOLNSHIRE
ASSISTANT TEACHER
WILLIAM LAMB C.E.
(CONTROLLED) SECONDARY SCHOOL
Welton
Maximum Scale 1. £3,565 to £4,056
Required for January, 1977, or as soon as possible after 1st October, 1976, a well qualified TEACHER of MATHEMATICS to teach throughout the full age and ability range of this developing 11-16 comprehensive school, situated in an attractive village of Lincoln and serving a very pleasant rural and residential catchment area.
Application forms and further details may be obtained from the Headmaster at the School, Welton, Lincoln, and should be returned with a stamped addressed envelope, to whom they should be returned as soon as possible.

LIVERPOOL
NEW HEYS COMPREHENSIVE
(MIXED)
Heath Road, Liverpool

Required as soon as possible:
an ASSISTANT MATHEMATICS TEACHER. Responsible as a second subject teaching Science to advantage.

Forms obtainable from the Director of Education, 14 St. Thomas Street, Liverpool 2 and returnable to the Principal at the above school (enclosing addressed envelope). Closing Date: 24th September, 1976. Ref. No. PM 481.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH HIGH SCHOOL FOR GIRLS
Central Road, Morden, Surrey
(1,000 + Sixth) (Mixed)
Required for January, 1977:—
A qualified MASTER/MISTRESS to teach MATHEMATICS to Scale 1 post to 16s able pupils throughout the whole age range at this 11-18 comprehensive school with fast developing pupils on roll. Good examination work (4 Mods 3 Maths. 'O' level, 11 to 13 plus). Mathematics are taught and applied mainly in form units. Extra interest in careers should be indicated also.
Forms and further particulars are available from the Headmaster, Rutlish Co-Ed School, Keysevedon Lane, Clifton Village, York YO3 6AG (stamped addressed envelope please) and should be returned to him within 14 days of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
EYE MODERN SCHOOL
Head : Mr. S. H. Bullivant
(11+ to 18—345+ pupils)

An exciting opportunity exists to rapidly develop this 11-18 Secondary School in a Middle/Upper area to create an enthusiastic staff ready to implement new approaches in attractive rural area. Some 6 vacancies available in January and Easter/mid summer terms. Excellent future prospects.

Application forms and further details, (stamped addressed envelope) from Mr. Rogers, Education Office, Lower Brook Street, Ipswich to whom they should be returned by the specified date.

Modern Languages
Heads of Department

BROMLEY
(London Borough of)
Subject to certain conditions, removal and standard expenses, disturbance allowances and could qualify for a salary higher than the existing scale applied from outside the area.
ST. OLAVES GRAMMAR SCHOOL
Required for January 1977 or as soon as possible thereafter a DEPARTMENT for FRENCH. Scale 3, the basic salary of this department which includes a new immediate long-term technical extension and other audio visual aids. Pupils are prepared for 'O' and 'A' level.
Applications by letter, with names and addresses of two referees, to the Headmaster by 7th October, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
SANDY BANK SURLY COMPREHENSIVE SCHOOL
Eakring Road, Calverton, Nottingham NG14 6FZ
(1,287 pupils aged 11-18)
Headmaster: C. I. Richardson, B.Sc.
For January HEAD of COMMUNICATIONS DEPARTMENT (Scale 4) to include courses in modern languages responsible for English and Modern Languages. Second modern languages required to teach in both areas.
Applications on the prescribed form to the Headmaster with curriculum vitae and names of two referees should be returned as soon as possible. Closing date 1st October, 1976.

TAMESIDE
METROPOLITAN BOROUGH
OF
ST. PETER AND ST. PAUL R.C. SECONDARY SCHOOL
Reynon Avenue, Dukinfield, Cheshire
Number on roll 700
Mr. T. Atkinson, B.A.
Tel: 061-338 2152
Required from January.
HEAD of MODERN LANGUAGES Scale 3 or 4 depending on qualifications and experience. Closing date 1st October, 1976.

COVENTRY (City of)
WOODWAY LANE SINGLE
COMPREHENSIVE SCHOOL
(1,000 on roll)
Scale 3 (Scale 4 only)
Required January, 1977:—
A qualified TEACHER OF LANGUAGES, preferably with French and German to Scale 3 or 4 depending on qualifications and experience, plus S.P.A.
Vacancy due to promotion.
French is taught to all levels including 'A' level, German to 'O' level and European Studies to C.S.E. level. Modern language laboratory and strong specialist staff.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Woodway Lane, Coventry CV2 2AL.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CRANBROOK SCHOOL
Cranbrook
(11-18 Mixed : 1,100)
Required for January, 1977:—
MASTER or MISTRESS to teach FRENCH as main subject.
Applications, forms and further details may be obtained from the Headmaster at the School, Welton, Lincolnshire, enclosing a stamped addressed envelope, to whom they should be returned as soon as possible.

LIVERPOOL
NEW HEYS COMPREHENSIVE
(MIXED)
Heath Road, Liverpool

Required as soon as possible:
an ASSISTANT MATHEMATICS TEACHER. Responsible as a second subject teaching Science to advantage.

Forms obtainable from the Director of Education, 14 St. Thomas Street, Liverpool 2 and returnable to the Principal at the above school (enclosing addressed envelope). Closing Date: 24th September, 1976. Ref. No. PM 481.

NORTH YORKSHIRE
(County of)
CANON LEE SCHOOL
Alcuin, York
Required for January, 1977 :—
A qualified MASTER/MISTRESS to teach MATHEMATICS to Scale 1 post to 16s able pupils throughout the whole age range at this 11-18 comprehensive school with fast developing pupils on roll. Good examination work (4 Mods 3 Maths. 'O' level, 11 to 13 plus). Mathematics are taught and applied mainly in form units. Extra interest in careers should be indicated also.
Forms and further particulars are available from the Headmaster, Canon Lee School, Keysevedon Lane, Clifton Village, York YO3 6AG (stamped addressed envelope please) and should be returned to him within 14 days of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
EYE MODERN SCHOOL
Head : Mr. S. H. Bullivant
(11+ to 18—345+ pupils)

An exciting opportunity exists to rapidly develop this 11-18 Secondary School in a Middle/Upper area to create an enthusiastic staff ready to implement new approaches in attractive rural area. Some 6 vacancies available in January and Easter/mid summer terms. Excellent future prospects.

Application forms and further details, (stamped addressed envelope) from Mr. Rogers, Education Office, Lower Brook Street, Ipswich to whom they should be returned by the specified date.

Heads of Department

BROMLEY
(London Borough of)
Subject to certain conditions, removal and standard expenses, disturbance allowances and could qualify for a salary higher than the existing scale applied from outside the area.
ST. OLAVES GRAMMAR SCHOOL
Required for January 1977 or as soon as possible thereafter a DEPARTMENT for FRENCH. Scale 3, the basic salary of this department which includes a new immediate long-term technical extension and other audio visual aids. Pupils are prepared for 'O' and 'A' level.
Applications by letter, with names and addresses of two referees, to the Headmaster by 7th October, 1976.

CROYDON
(London Borough of)
TENNYSON PARK SCHOOL FOR GIRLS
Tennyson Lane,
South Park Road,
Thornton Heath
Required for January, 1977:—
HEAD of MODERN LANGUAGES DEPARTMENT (Scale 4) to be responsible for the teaching of French and German to 'O' level and to direct the teaching of these languages to C.S.E. level. Second modern language required to teach in both areas.
Applications on the prescribed form to the Headmaster with curriculum vitae and names of two referees should be returned as soon as possible.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
SHOTTON HIRST COMPREHENSIVE SCHOOL
Shotton Hirst Comprehensive School, Peterlee, Co. Durham
(Number on roll: 1,200)
Required for January, 1977, or earlier if possible:
MODERN LANGUAGES. Enthusiastic TEACHER to join this rapidly developing department. FRENCH and GERMAN essential. Scale 3.
London Allowance £405 per annum.
Reimbursement of removal expenses in approved cases.
Application forms (stamped addressed envelope) available from the Head to whom they should be returned by 30th September, 1976.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIMS UPPER SCHOOL
Reichhold Drive, Bedford
Required as soon as possible:
MASTER or MISTRESS to teach FRENCH to 'O' level. Duties suddenly arisen and applications from persons wanting change of venture or part-time work with third and fourth forms, North Bedford and in an upper school (Form of 280) developing from 6 forms of entry and successful grammar school.
Applications by letter giving full details of career and qualifications together with names and addresses of two referees should be sent immediately to the Headmaster at the school. Telephone Bedford 840141.

BEDFORDSHIRE
EDUCATION SERVICE
LEALANDS HIGH SCHOOL
Lealands Road, Dunstable LU6 3AL
Headmaster: Mr. H. Bliss, M.A.
Required for January, 1977, or as soon as possible thereafter:
HEAD of FRENCH to C.S.E. and 'O' level.
This mixed comprehensive 11-18 High School has 1,200 pupils aged 11 to 18.
Applying for a scheme for teachers to visit the school to assist with removal expenses. Bonus allowance. Help with housing may be possible.
Forms and details obtainable from the Headmaster to be returned by 30th September to the Headmaster at the school.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and could qualify for a salary higher than the existing scale applied from outside the area.
ST. OLAVES GRAMMAR SCHOOL
Orpington Lane, Orpington, Kent
Required for January, 1977 (or earlier) :
HEAD of MATHEMATICS DEPARTMENT (Scale 4) to be responsible for the teaching of Mathematics to 'O' and 'A' level. Duties and advertisement under Scale 3 posts.

CUMBRIA
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
(Comprehensive Community: 11-18 on roll: 1,600)
Required for January, 1977:—
TEACHER of FRENCH (Scale 1). Temporary post (maternity) for one year. Possibility of permanency.
Summer Term, 1977 : Two levels of work. Scale 1 for teacher of suitably qualified candidate.
Apply by letter to the Headmaster : C. Richardson.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
ST. BEDE'S R.C. SCHOOL
Peterlee
(New Entry in process of completion to ensure comprehensive 13 to 18 Sixth Form 1977)
Required for January, 1977:—
FRENCH—Scale 1. Preferably speaking with SPANISH substantiv, required as soon as possible.
Stamped addressed envelope required for application form to Area Education Officer, Area Education Office, Durham Road, Bishop Auckland.
Closing date for receipt of all applications, 1st October, 1976.

EALING
(London Borough of)
ELTHAM PARK SCHOOL FOR GIRLS
Chiswick Drive, London W4 5HH
Required for January, 1977:—
HEAD of MODERN LANGUAGES DEPARTMENT (Scale 4) to be responsible for the teaching of French and German to 'O' level and to direct the teaching of these languages to C.S.E. level. Second modern language required to teach in both areas.
Applications on the prescribed form to the Headmaster with curriculum vitae and names of two referees should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
WOODLANDS SCHOOL
Takely End, Stanstead
Telephone: Bambden 2081

FRENCH

Scale 3. Required January, 1977, well qualified TEACHER. London fringe allowance. Possibility of housing.

FRENCH

Required immediately. TEACHER of FRENCH to complement the team. Possibility of Scale 2, for experienced teacher. London fringe allowance. Possibility of housing.

Application forms and further particulars may be obtained from the Headmaster. Should be returned as soon as possible. Ref. TS.1020/7E8.

HAMPSHIRE
MID HANTS AREA
AMERY HILL SCHOOL
Amery Hill, Alton GU34 2HZ

11 to 16 Comprehensive Mixed : 1,075 on roll

TEACHER to assume responsibility for forthcoming retirement of CHAIRMAN in this recently reorganised school.
Scale 2.
Please write to Head giving full curriculum vitae and names and addresses of two educational referees. A stamped addressed envelope would be appreciated.
Help with housing may be possible.
Assistance with removal expenses in approved cases.

WARWICKSHIRE
HARTSHILL SCHOOL
Church Road, Hartshill
Nuneaton
(12 to 16 Comprehensive 780 on roll)

Required as soon as possible, TEACHER of FRENCH. Scale 3 available for experienced applicant. Scale 1 for first appointment.
Details and application form available from the Head for return by 27th September, 1976 (stamped addressed envelope, please).

Scale 1 Posts

BARKING
(London Borough of)
BARKING COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham
(1511 1,150)
Required for January, 1977, or earlier if possible:
MODERN LANGUAGES. Enthusiastic TEACHER to join this rapidly developing department. FRENCH and GERMAN essential. Scale 1.
London Allowance £405 per annum.
Reimbursement of removal expenses in approved cases.
Application forms (stamped addressed envelope) available from the Head to whom they should be returned by 30th September, 1976.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIMS UPPER SCHOOL
Reichhold Drive, Bedford
Required as soon as possible:
MASTER or MISTRESS to teach FRENCH to 'O' level. Duties suddenly arisen and applications from persons wanting change of venture or part-time work with third and fourth forms, North Bedford and in an upper school (Form of 280) developing from 6 forms of entry and successful grammar school.
Applications by letter giving full details of career and qualifications together with names and addresses of two referees should be sent immediately to the Headmaster at the school. Telephone Bedford 840141.

BEDFORDSHIRE
EDUCATION SERVICE
LEALANDS HIGH SCHOOL
Lealands Road, Dunstable LU6 3AL
Headmaster: Mr. H. Bliss, M.A.
Required for January, 1977, or as soon as possible thereafter:
HEAD of FRENCH to C.S.E. and 'O' level.
This mixed comprehensive 11-18 High School has 1,200 pupils aged 11 to 18.
Applying for a scheme for teachers to visit the school to assist with removal expenses. Bonus allowance. Help with housing may be possible.
Forms and details obtainable from the Headmaster to be returned by 30th September to the Headmaster at the school.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and could qualify for a salary higher than the existing scale applied from outside the area.
ST. OLAVES GRAMMAR SCHOOL
Orpington Lane, Orpington, Kent
Required for January, 1977 (or earlier) :
HEAD of MATHEMATICS DEPARTMENT (Scale 4) to be responsible for the teaching of Mathematics to 'O' and 'A' level. Duties and advertisement under Scale 3 posts.

CUMBRIA
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
(Comprehensive Community: 11-18 on roll: 1,600)
Required for January, 1977:—
TEACHER of FRENCH (Scale 1). Temporary post (maternity) for one year. Possibility of permanency.
Summer Term, 1977 : Two levels of work. Scale 1 for teacher of suitably qualified candidate.
Apply by letter to the Headmaster : C. Richardson.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
ST. BEDE'S R.C. SCHOOL
Peterlee
(New Entry in process of completion to ensure comprehensive 13 to 18 Sixth Form 1977)
Required for January, 1977:—
FRENCH—Scale 1. Preferably speaking with SPANISH substantiv, required as soon as possible.
Stamped addressed envelope required for application form to Area Education Officer, Area Education Office, Durham Road, Bishop Auckland.
Closing date for receipt of all applications, 1st October, 1976.

EALING
(London Borough of)
ELTHAM PARK SCHOOL FOR GIRLS
Chiswick Drive, London W4 5HH

Other Posts on Scale 2 and above

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and could qualify for a salary higher than the existing scale applied from outside the area.
ST. OLAVES GRAMMAR SCHOOL
Required for January 1977 or as soon as possible thereafter a DEPARTMENT for FRENCH. Scale 3, the basic salary of this department which includes a new immediate long-term technical extension and other audio visual aids. Pupils are prepared for 'O' and 'A' level.
Applications by letter, with names and addresses of two referees, to the Headmaster by 7th October, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
SANDY BANK SURLY COMPREHENSIVE SCHOOL
Eakring Road, Calverton, Nottingham NG14 6FZ
(1,287 pupils aged 11-18)
Headmaster: C. I. Richardson, B.Sc.
For January HEAD of COMMUNICATIONS DEPARTMENT (Scale 4) to include courses in modern languages responsible for English and Modern Languages. Second modern languages required to teach in both areas.
Applications on the prescribed form to the Headmaster with curriculum vitae and names of two referees should be returned as soon as possible. Closing date 1st October, 1976.

TAMESIDE
METROPOLITAN BOROUGH
OF
ST. PETER AND ST. PAUL R.C. SECONDARY SCHOOL
Reynon Avenue, Dukinfield, Cheshire
Number on roll 700
Mr. T. Atkinson, B.A.
Tel: 061-338 2152
Required from January.
HEAD of MODERN LANGUAGES Scale 3 or 4 depending on qualifications and experience. Closing date 1st October, 1976.

COVENTRY (City of)
WOODWAY LANE SINGLE
COMPREHENSIVE SCHOOL
(1,000 on roll)
Scale 3 (Scale 4 only)
Required January, 1977:—
A qualified TEACHER OF LANGUAGES, preferably with French and German to Scale 3 or 4 depending on qualifications and experience, plus S.P.A.
Vacancy due to promotion.
French is taught to all levels including 'A' level, German to 'O' level and European Studies to C.S.E. level. Modern language laboratory and strong specialist staff.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Woodway Lane, Coventry CV2 2AL.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CRANBROOK SCHOOL
Cranbrook
(11-18 Mixed : 1,100)
Required for January, 1977:—
MASTER or MISTRESS to teach FRENCH as main subject.
Applications, forms and further details may be obtained from the Headmaster at the School, Welton, Lincolnshire, enclosing a stamped addressed envelope, to whom they should be returned as soon as possible.

LIVERPOOL
NEW HEYS COMPREHENSIVE
(MIXED)
Heath Road, Liverpool

Required as soon as possible:
an ASSISTANT MATHEMATICS TEACHER. Responsible as a second subject teaching Science to advantage.

Forms obtainable from the Director of Education, 14 St. Thomas Street, Liverpool 2 and returnable to the Principal at the above school (enclosing addressed envelope). Closing Date: 24th September, 1976. Ref. No. PM 481.

NORTH YORKSHIRE
(County of)
CANON LEE SCHOOL
Alcuin, York
Required for January, 1977 :—
A qualified MASTER/MISTRESS to teach MATHEMATICS to Scale 1 post to 16s able pupils throughout the whole age range at this 11-18 comprehensive school with fast developing pupils on roll. Good examination work (4 Mods 3 Maths. 'O' level, 11 to 13 plus). Mathematics are taught and applied mainly in form units. Extra interest in careers should be indicated also.
Forms and further particulars are available from the Headmaster, Canon Lee School, Keysevedon Lane, Clifton Village, York YO3 6AG (stamped addressed envelope please) and should be returned to him within 14 days of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
EYE MODERN SCHOOL
Head : Mr. S. H. Bullivant
(11+ to 18—345+ pupils)

An exciting opportunity exists to rapidly develop this 11-18 Secondary School in a Middle/Upper area to create an enthusiastic staff ready to implement new approaches in attractive rural area. Some 6 vacancies available in January and Easter/mid summer terms. Excellent future prospects.

Application forms and further details, (stamped addressed envelope) from Mr. Rogers, Education Office, Lower Brook Street, Ipswich to whom they should be returned by the specified date.

Music
Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Lealands Road, Dunstable LU6 3AL
Headmaster: Mr. H. Bliss, M.A.
Required for January, 1977 (Scale 4) or as soon as possible thereafter:
HEAD of MUSIC DEPARTMENT to take charge of this developing department in this mixed comprehensive 11-18 High School with 1,200 pupils aged 11 to 18 and has a strong Music tradition and specialist staff.
Applicants should be well experienced and capable of developing a full programme of musical activities and should have a genuine interest in the teaching of disturbed children in the 7/13 age group.
Has a new building for music and ancillary rooms.
Applying for a scheme for teachers moving into the county to assist with removal expenses. Bonus allowance. Help with housing may be possible.
Forms and details obtainable from the Headmaster to be returned by 30th September to the Headmaster at the school.

HILLINGDON
(London Borough of)
Leading Borough of)
HEATHROW SCHOOL
The Causeway, Uxbridge UB8 3PH
(Number on roll 955, 80 in Sixth Form)
Headmaster: R. C. Firth, M.A.Sc.
Required for January, 1977, TEACHER of FRENCH. Scale 3.
Application forms from and returnable to the Headmaster.
London Allowance payable.
75% per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
ST. MARTIN'S R.C. SCHOOL
Kingston Lane, West Drayton, Middx.
(Number on roll 580—23 in sixth form)
Headmaster: B. D. Ridge, J.P.
Required for January, 1977:—
Part-time TEACHER of FRENCH to teach classes up to C.S.E. and 'O' level.
In September, 1977, the School will be completed with another to form a 6-form entry (Voluntary Aided Comprehensive in England).
Apply by letter to the Headmaster at the School, giving full particulars and the name of two referees and enclosing a stamped addressed envelope.
London Allowance payable.

ISLE OF WIGHT
COUNTY COUNCIL
HYDE HIGH SCHOOL
(1,000 on roll—13 to 18 with 6th form)
Required immediately for either a temporary or permanent appointment:
TEACHER of FRENCH. Scale 1 to teach subject to 'O'-level only.
The school has a scheme of relocation grant up to a maximum of £500.
Letter of application and curriculum vitae to Headmaster, Hyde High School, Isle of Wight PO30 3HA.

KINGSTON UPON THAMES
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
Tiffins Way, North Kingston, Surrey
Required for January, 1977, a (Approximately 1,000 girls)
TEACHER of FRENCH, to teach FRENCH at 'O' and 'A' level.
London Allowance : £405.
Assistance may be provided with removal expenses.
Application forms and further information obtainable from the Headmistress, to be returned to her as soon as possible (telephone 01-549 3004).

KIRKLEES
METROPOLITAN COUNCIL
FARTOWN SECONDARY SCHOOL
Woodhouse Hall Road
Huddersfield HD2 1UH
Required as soon as possible TEACHER of FRENCH with some GERMAN if possible.
Letters of application, with the names of two referees, to the Headmaster at the school.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALKER SECONDARY SCHOOL
Required from November, 1976 a TEACHER of FRENCH. Scale 1 to teach the subject throughout the school (11-18) and to assist in the Lower Sixth Form. Permanent or temporary post available.
Application forms and further details from the Headmaster, Gosforth High School, Regent Farm Road, Gosforth, Newcastle upon Tyne NE3 3AN.

NORTH YORKSHIRE
(County of)
SKIPTON GIRLS' HIGH SCHOOL
Gargrave Road, Skipton
(Number on roll 750 pupils, 11 to 18 Sixth Form 180)
Required for January, 1977:—
TEACHER of LANGUAGES for teaching FRENCH to 'O' level and possibly with GERMAN to 'O' level. Scale 1 and 2 posts are vacant most offering an interesting range of work.
A temporary post would be considered.
Applications with curriculum vitae and names of two referees to the Headmistress at the school. Stamped addressed envelope for reply.

SHEFFIELD
EDUCATION COMMITTEE
NORFOLK SCHOOL
Norfolk Park, Sheffield S2 2JA
An 11 to 18 comprehensive with 1,200 pupils on roll, situated in a pleasant residential area of Sheffield, requires:
FRENCH TEACHER (Scale 1) to teach French throughout the school, including the sixth form. Some German would be welcomed.
Application forms and further details from the Head to whom they should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Lealands Road, Dunstable LU6 3AL
Headmaster: Mr. H. Bliss, M.A.
Required for January, 1977, a MUSIC TEACHER to take a full part in the life of this developing mixed comprehensive 11-18 High School with 1,200 pupils aged 11 to 18 and has a strong Music tradition and specialist staff.
Applicants should be well experienced and capable of developing a full programme of musical activities and should have a genuine interest in the teaching of disturbed children in the 7/13 age group.
Has a new building for music and ancillary rooms.
Applying for a scheme for teachers moving into the county to assist with removal expenses. Bonus allowance. Help with housing may be possible.
Forms and details obtainable from the Headmaster to be returned by 30th September to the Headmaster at the school.

BERKSHIRE
ARTHUR HEAD PARK SCHOOL
Wokingham Road, Reading
(Comprehensive 11 to 18)
Required for January, 1977, TEACHER of MUSIC to join a strong Music Department. Scale 1, with possibility of Scale 2 for suitable candidate.
Application forms and further details from the Headmaster, Arthur Head Park School, Wokingham Road, Reading, Berkshire (Reading 61111).

HULL
TYBURN COLLEGE
(11-16 : 800 boys)
Required for DIRECTOR of MUSIC will be vacant from January, 1977 on the retirement of the present Director.
Candidates eligible write to the Headmaster with full details and qualifications and experience, and the names of two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
EDWARD ORME C. SECONDARY SCHOOL
Talleswiese Lane, Newcastle, Staffs.
(Nr. R. B. Hall, B.Sc.
Number on Roll—930
Age-range 11-16 years
Sixth Form)
Head of MUSIC Department (Scale 1) to undertake responsibility for music throughout the school.
Pupils are taught Band and School Orchestra available.
Applications are invited from suitably qualified candidates to fill the above appointment which is vacant from January, 1977.
Forms of application for this appointment and further particulars, where applicable, are obtainable from the Director of Education, Civic Offices, Stafford.
Unless otherwise stated, the Head will be pleased to receive telephone enquiries from candidates resident in the United Kingdom.
Closing date for receipt of applications, 1st October, 1976.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
PERIPATETIC INSTRUMENTAL
MUSIC TUTORS
Applications are invited from suitably qualified candidates for the appointment from January, 1977 or as soon as possible thereafter of Peripatetic Instrumental Music Tutors.
Successful applicants will be required to teach in Primary and Secondary Schools throughout the County.
Forms of application and further particulars may be obtained from the Director of Education, County Hall, Matlock, Derbyshire DE4 3AG, to be returned by 30th September, 1976.

DEVON
HOLSWORTHY SCHOOL AND COMMUNITY COLLEGE
(Number on roll: 1,000)
Required for January 1977 as Head of MUSIC Department (Scale 2) to develop music throughout the school and community.
Preparatory school to be opened in September, 1977, and existing wind and brass groups available.
Application forms (stamped addressed envelope) from Head Teacher, returnable by 1st October, 1976.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from suitably qualified candidates for the following appointments:—
DIRECTOR of MUSIC (Scale 4) for the County. This is an important post in a school with a strong musical tradition.
Further details about the school and the post may be obtained from the Headmistress at the school.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
(Comprehensive Community: 11-18 on roll: 1,600)
Required for January, 1977, as DIRECTOR of MUSIC (Scale 4) for this developing fully comprehensive 11-18 school with pupils aged 11 to 18 years. There is a thriving and lively music department with good brass and woodwind instruction.
Norton is in a rural area midway between York and Malton and near the Wolds and North Yorkshire Moors.
Further details and application forms may be obtained from the Head at the school.

DEVON
CAMBOIS HEAD SECONDARY SCHOOL
Camels Head, Plymouth
Required for January, 1977:—
HEAD of MUSIC with responsibility for Music throughout the school. Scale 2 post for suitable qualified applicant.
Application forms (stamped addressed envelope) from Head to whom they should be returned within 14 days of appearance of this advertisement.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, in the following subjects:-

Design and Technology
Home Economics (Part-time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6488).

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is fourteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Oxen George Street, Leeds LS1 3AD.
For other posts in secondary and high schools, application should be made to the Head Teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped addressed envelope.
Posts specified in accordance with the requirements of Burnham Reports are automatically exempt from the provisions of the Sex Discrimination Act.
The Prolonged Pass Scheme for posts tenable from September, 1976, is now closed. Those candidates who registered under the Scheme and who did not obtain a post should now make individual applications for vacancies as and when these are advertised.

PRIMARY SCHOOLS
DEPUTY HEADTEACHER

S.714 MORLEY VICTORIA JUNIOR AND INFANT SCHOOL
Victoria Road, Morley LS27 9NW. Telephone : Leeds 535253
Headteacher : Mrs. S. M. Spaull
Required for January, 1977, a DEPUTY HEADTEACHER (Group 5) for the above school, which took its first intake from entry first-year junior children in September 7th. The successful applicant will be expected to play a leading role in the development and organisation of this new Junior Department and, initially, will be responsible for the arts, games and activities.
Applicants should state areas of special interest within the junior school curriculum.

SECOND MASTER

N.E.721 HARSHILLS PRIMARY SCHOOL (No. on roll : 764 ; 5 plus-5 years)
Roundhay Road, Leeds LS8 5AN. Telephone : Leeds 620148
Headteacher : Miss B. Trickett
Required for 1st January, 1977, a SECOND MASTER (Salary : Deputy Headteacher, Group 5).
An experienced, enthusiastic man is sought, capable of actively assisting with the organisation and discipline throughout the school. The person appointed will be expected to take an interest in all aspects of school life and to have a genuine concern for the progress and welfare of the children. This is a re-advertised post ; previous applicants will be re-considered.

SCALE 2 POSTS

N.E.722 MOOR ALLERTON HALL PRIMARY SCHOOL (No. on roll : 264 ; 5-9 years)
Lidgett Lane, Leeds LS17 6QP. Telephone : Leeds 663431
Headteacher : Miss D. Pickles
Required for January, 1977, an experienced teacher to take a top infant class (in the first instance) and to be responsible for Music throughout the school.
S.715 LOW ROAD PRIMARY SCHOOL (No. on roll : 240 ; 8-9 years)
Low Road, Hunslet, Leeds LS10 2PS. Telephone : Leeds 712061
Headteacher : Miss J. Harrison
Required for January, 1977, an experienced teacher for a class of 7-9-year-old children. A Scale 2 post is available for an applicant who is willing to accept responsibility for Music throughout the school. Previous applicants need not apply as their applications will be re-considered.

HIGH/SECONDARY SCHOOLS
SENIOR TEACHER

E.717 JOHN SMEATON HIGH SCHOOL (No. on roll : 1,181 (13-18 years))
Barwick Road, Leeds LS15 9TA. Telephone : Leeds 644251
Headteacher : Mr. T. O. B. Hoe
Applications are invited for the post of HEAD OF SIXTH FORM, post tenable from January, 1977. The school operates an open Sixth Form and in 1976-77 it is expected that 210 students will be following sixth and seventh-year courses.

SCALE 4 POSTS

E.718 PARKLANDS HIGH SCHOOL (No. on roll : 750 girls (13-18 years))
South Parkway, Leeds LS14 6HB. Telephone : Leeds 604174
Headteacher : Mrs. S. M. Wood, M.A.
Required for January, 1977 : YEAR HEAD. Full details of this key organisational post may be obtained from the school, upon receipt of a stamped addressed envelope.
S.716 WOODKIRK HIGH SCHOOL (No. on roll : 1,150 ; 11-18 years)
Robin Road, Tingley, Wakefield WF3 1JQ. Telephone : 533030
Headteacher : Mr. M. N. Tarpey, B.A., M.Ed.
Required for January, 1977, a HEAD OF CRAFT AND CREATIVE DESIGN DEPARTMENT. A gifted and enthusiastic teacher is sought for this rapidly evolving comprehensive school. The post may attract a Scale 3 with a sound craft background who is able to reflect the best of modern practice towards integrating all aspects of Craft and Creative Design. This is a first-class opportunity to work with a very good teaching team in excellent conditions.

SCALE 3 POST

E.719 PARKLANDS HIGH SCHOOL (No. on roll : 750 girls (13-18 years))
South Parkway, Leeds LS14 6HB. Telephone : Leeds 604174
Headteacher : Mrs. S. M. Wood, M.A.
Required for January, 1977 : HEAD of PHYSICAL EDUCATION.

SCALE 1 POST

E.720 PARKLANDS HIGH SCHOOL (No. on roll : 750 girls (13-18 years))
South Parkway, Leeds LS14 6HB. Telephone : Leeds 604174
Headteacher : Mrs. S. M. Wood, M.A.
Required for January, 1977 : teacher of Physical Education.

DURHAM
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from suitably qualified candidates for the following appointments:—
DIRECTOR of MUSIC (Scale 4) for the County. This is an important post in a school with a strong musical tradition.
Further details about the school and the post may be obtained from the Headmistress at the school.

NORTH YORKSHIRE
COUNTY OF
NORTHERN SCHOOL
(780 mixed)
Required for January, 1977, or earlier if possible:
HEAD of MUSIC Department. Scale 2 for this developing fully comprehensive 11-18 school with pupils aged 11 to 18 years. There is a thriving and lively music department with good brass and woodwind instruction.
Norton is in a rural area midway between York and Malton and near the Wolds and North Yorkshire Moors.
Further details and application forms may be obtained from the Head at the school.

SHROPSHIRE
EDUCATION COMMITTEE
EDUCATION OFFICE
SHREWSBURY
Barrowhill, Near Shrewsbury, Salop
Required January :
TEACHER of MUSIC to be responsible for Music throughout the school. Small rural secondary school. Specialist teacher to be required in September, 1977.
Further details from Head Teacher (stamped addressed envelope).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Lealands Road, Dunstable LU6 3AL
Headmaster: Mr. H. Bliss, M.A.
Required for January, 1977, an experienced TEACHER of MUSIC to take a full part in the life of this developing mixed comprehensive 11-18 High School with 1,200 pupils aged 11 to 18 and has a strong Music tradition and specialist staff.
Applicants should be well experienced and capable of developing a full programme of musical activities and should have a genuine interest in the teaching of disturbed children in the 7/13 age group.
Has a new building for music and ancillary rooms.
Applying for a scheme for teachers moving into the county to assist with removal expenses. Bonus allowance. Help with housing may be possible.
Forms and details obtainable from the Headmaster to be returned by 30th September to the Headmaster at the school.

BERKSHIRE
ARTHUR HEAD PARK SCHOOL
Wokingham Road, Reading
(Comprehensive 11 to 18, serving T

SECONDARY
Pastoral
continued

Other Posts on Scale 2 and above

DUDLEY
METROPOLITAN BOROUGH

THE BILSTON SCHOOL
Queen's Drive, Netherton, Dudley (Tel: Brierley Hill 76 5208)

Required, HEAD OF HOUSE and MATHEMATICS TEACHER, Scale 3.

Responsibilities include pastoral work, counselling, timetabling, some teaching and educational administration.

Forms and further particulars obtainable from the Director of Education, 3 The Broadway, Dudley, DY1 1LL, and returnable to the Principal at the above school.

Please quote Reference P. E. M. 416.

LIVERPOOL

NETHERLEY COMPREHENSIVE (MIXED) SOCIAL PRIORITY SCHOOL
Chelwood Valley Road, Liverpool L27 3AY

Required, HEAD OF HOUSE and MATHEMATICS TEACHER, Scale 3.

Responsibilities include pastoral work, counselling, timetabling, some teaching and educational administration.

Forms and further particulars obtainable from the Director of Education, 14 The Crescent, Liverpool L3 7AF

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS

SCALE 3 HEAD OF HOUSE

IAN RAMSEY SCHOOL (ROLL 1,620), Greens Lane, Stockton, Cleveland TS19 8AJ (Tel. Stockton 686205)
Required for January, 1977, a teacher to be HEAD OF HOUSE/UPPER SCHOOL in this 11-16 Mixed Comprehensive School. (Closing date 27th September, 1976.)

BENTHAM RAMSEY SCHOOL (ROLL 1,080), Morton Road, Middlesbrough, Cleveland TS4 3RX. (Tel. Middlesbrough 37284.)
Required for January, 1977 a TEACHER to be responsible for HISTORY. Experience in Schools Council History Project 11-16 and American History desirable but not essential.

SCALE 2 ASSISTANT YEAR TUTOR

BOYNTON SCHOOL (ROLL 1,180), Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JX. (Tel. Middlesbrough 57776.)
Required for January, 1977, ASSISTANT YEAR TUTOR. Applicants should be able to teach Biology and Lower School Combined Science.

SCALE 2 ENGLISH

STAPYLTON SCHOOL (ROLL 920), Church Lane, Eston, Middlesbrough, Cleveland TS6 9HA. (Tel. Eston Grange 3206.)
Required for January, 1977, a TEACHER for ENGLISH. Second in Department.

SCALE 2 ENGLISH

WARSETT SCHOOL (ROLL 1,145), Linden Road, Brotton, Saltburn, Cleveland. (Tel. Brotton 305.)
Required for January, 1977, a TEACHER for ENGLISH. Second in Department.

SCALE 2 FRENCH

BYDALES SCHOOL (ROLL 1,298), Marlborough Avenue, Marske by Sea, Redcar, Cleveland TS11 8AR. (Tel. Redcar 2932.)
Required for January, 1977, a TEACHER for FRENCH to "O" level, ability to teach GERMAN an advantage.

SCALE 2 GIRLS' PHYSICAL EDUCATION

BLAKESTON SCHOOL (ROLL 1,100), Junction Road, Stockton, Cleveland TS19 9LT. (Tel. Stockton 612301.)
Required for January, 1977, or earlier if possible, a TEACHER to be responsible for GIRLS' PHYSICAL EDUCATION, Gymnasium, Sports Hall and Playing Fields on site.

SCALE 2 GIRLS' PHYSICAL EDUCATION

SPRINGFIELD SCHOOL (ROLL 880), Cumberly Road, Middlesbrough, Cleveland TS3 8AE. (Tel. Middlesbrough 34333.)
Required for January, 1977, a TEACHER to be responsible for GIRLS' PHYSICAL EDUCATION, Gymnasium, Sports Hall and Playing Fields on site.

SCALE 1 ART

HUSTLER SCHOOL (ROLL 3,150), Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JV. (Tel. Middlesbrough 53601.)
Required for January, 1977, or earlier if possible, a TEACHER for ART. Deep interest in Drawing and Painting essential.

SCALE 1 PHYSICS/COMBINED SCIENCES

BALTHAM SCHOOL (ROLL 790), Corporation Road, Redcar, Cleveland. (Tel. Redcar 4697.)
Required for January, 1977, a TEACHER for PHYSICS/COMBINED SCIENCE.

SCALE 1 CHEMISTRY

LAURENCE JACKSON SCHOOL (ROLL 1,530), Church Lane, Guisborough, Cleveland TS14 8HD. (Tel. Guisborough 3412.)
Required for January, 1977, a TEACHER for CHEMISTRY.

SCALE 1 METALWORK

CHEMSEY SCHOOL (ROLL 980), Stockwith Close, Nethermuir, Middlesbrough, Cleveland TS8 0RH. (Tel. Eston Grange 3662.)
Required for January, 1977, a TEACHER for METALWORK.

11-18 SCHOOLS

SCALE 1 ART

DYKE HOUSE SCHOOL (ROLL 1,316), Mainton Road, Hartlepool, Cleveland. (Tel. Hartlepool 66877.)
Required for January, 1977, or possibly earlier, a TEACHER for ART. Broad interest and capability strongly in fabrics desirable. Applicants not normally resident outside region may be unable to be interviewed in approved cases.

Further details and application forms (to be obtained from the Head Teachers at the addresses shown above) should be returned by the Head Teacher of the appropriate school, together with the names, addresses and telephone numbers of two referees, to the Director of Education, Municipal Buildings, Middlesbrough, Cleveland TS1 2QY, as soon as possible and in any case not later than 1st October, 1976.

Please quote Reference P. E. M. 416.

Physical Education

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
BEDFORD MODERN SCHOOL
Shakespeare Road, Bedford MK40 2DW
Headmistress: Miss V. Mitchell-Heggs, M.A. (Oxon)
Required for 1st January, 1977 or 1st November, 1976, the HEAD OF PHYSICAL EDUCATION. Girls' Physical Education Scale 3 and B.A. Allowance. This is a mixed Comprehensive High School with 676 pupils on roll.
Responsibilities are limited to a well-equipped gymnasium, hall and playground space, thereby necessitating transport for major games and for regional activities in a new Sports Centre nearby. There is an excellent tradition of extra-mural involvement and an excess of Head County and Regional levels in all aspects of this subject.
The Authority has a scheme for teachers moving into the County to assist with relevant expenses. Some assistance with accommodation may be possible.
Application forms obtainable from and returnable to the Headmistress at the school.

ENFIELD
London Borough of)
EDUCATION COMMITTEE
MANORHOUSE (MIXED) SCHOOL
(Mixed Comprehensive)
New 11-16 School for 1,125
(High 1,350 during transition)
HEAD OF PHYSICAL EDUCATION
Required January, 1977, a suitably experienced person to head a team of 4 teachers.
Responsibilities include sports hall, gymnasium, playing fields and swimming.
Consideration given to the following:—
Graduate or equivalent with 3 years' teaching experience.
Possession of a current driving licence.
Preference for 30-35 years per year basis.
Willingness to participate in camping, canoeing and sailing.
Forms and further particulars obtainable from the Director of Education, The Civic Centre, Silver Street, Enfield EN1 3XA and returnable to the Principal at the above school.
Please quote Reference P. E. M. 416.

ESSEX
COUNTY COUNCIL
HOCKERIDGE
COMPREHENSIVE SCHOOL
(Group 11) SCHOOL
Grange Avenue, Stanford-le-Hope
Tel.: Stanford 76241
(Mixed 5171)
HEAD OF GIRLS' PHYSICAL EDUCATION
Scale 3 plus £141, inquired for January, 1977, to be responsible for Girls' Physical Education at this new and growing Comprehensive School.
MOULSHAM HIGH SCHOOL
Hilton Gate, Chelmsford
Tel.: Chelmsford 54001
(Mixed 1,300)
HEAD OF GIRLS' PHYSICAL EDUCATION
Scale 3 inquired for January, 1977. To combine hockey, Basketball, Swimming, Dance, Gymnastics and Tennis Coaching. Playing fields on School site.
Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
GIRLS
CHELL HIGH SCHOOL
St. Bridget's Road, Chell, Stoke-on-Trent
Mr. M. Gray, B.A
Number on Roll—900
Age range 11 to 16 years
(Mixed)
HEAD OF PHYSICAL EDUCATION
Department Scale 3, with responsibility for GIRLS' PHYSICAL EDUCATION.
Applications are invited for the above appointment which is vacant from January, 1977.
Forms of application for this appointment and further particulars, where applicable, may be obtained from the Head Teacher at the school.
Closing date for receipt of completed forms to be returned to the Head Teacher is the first day on or before 27th September, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
WOLSTANTON COMPREHENSIVE SCHOOL
Dimsdale Road, Penkridge, Stafford
(Mixed) 1,400
Inquired for January, 1977, HEAD OF BOYS' PHYSICAL EDUCATION
Dormitories available for boarders.
Applications, giving full details of qualifications and experience in addition to names of two referees, should be sent to the Headmaster at the school by 1st October, 1976.

ESSEX
COUNTY COUNCIL
LAYTON HIRST
COMPREHENSIVE SCHOOL
Southern Way, Harlow
Tel.: Harlow 32254
(Mixed 1,200)
GIRLS' PHYSICAL EDUCATION
(Scale 3 plus London Allowance) inquired for January, 1977. Enthusiasm and very keen interest in Physical Education and Games essential. Possibility of Year Tutorship.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
NORTH WEST AREA
JOHN HANSON SCHOOL
Glover's Close, Andover
Hampshire
Comprehensive (Mixed) 11 to 16
830 on roll
Required full time for the Autumn Term 1976 a TEACHER OF GIRLS' PHYSICAL EDUCATION. This post is considered unsuitable for first appointment.
Scale 1 post.
Please write to Head giving full curriculum vitae and the names and addresses of two educational referees. A salary is assessed anywhere would be appreciated. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PRESDALES SCHOOL
The Lane, Ware, Herts
PHYSICAL EDUCATION SPECIALIST required for January, 1977, also to offer to work with Boys and Girls in Gymnasium. Particulars interest in Outdoor Pursuits as this school is developing into a 6-form entry of all ability girls' school.
Applications with names of two referees and copies of two testimonials direct to the Headmistress.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
TURNFORD SCHOOL
Mill Lane, Cheshunt
(Mixed 1,200) (Scale 3, Ability all ability)
MISTRESS for GIRLS' PHYSICAL EDUCATION required for January, 1977. Duties to include games and other interests. The post is considered unsuitable for a first appointment but there are strong possibility of promotion to Deputy Headship in this Physical Education block. Excellent gymnasium and playing field facilities. Outdoor Pursuits Centre.
Apply in the Headmaster with full details and two referees.

ISLE OF MAN
BOARD OF EDUCATION
CASTLETOWN JUNIOR (HIGH SCHOOL)
Required January, 1977, in this 11-Comprehensive School (1,450 pupils and rising) 4 years of experience in PHYSICAL EDUCATION. Scale 3 Ability. To assist with the teaching of some Gymnastics and Rugby as well.
Forms of application and further particulars may be obtained from the Headmaster, Castletown Junior High School, Castletown, Isle of Man. 1st October, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WANSLEY SCHOOL
Wansley Lane, Thanet
Established large Comprehensive (Mixed) 11-18 (Senior Mixed) 11-19
Required in January, for two terms in the first instance: TEACHER for GIRLS' PHYSICAL EDUCATION, with an interest in hockey. Ability to help with Lower School Mathematics will be an advantage.
Allowance is payable to the Headmaster at the school, giving details and essential duties.

NORTH YORKSHIRE
(County of)
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtained and completed applications should be sent from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

SEFTON
METROPOLITAN Borough of)
EDUCATION COMMITTEE
MARIST BOYS' HIGH SCHOOL
The Marian Way, Netherton
(Mixed 1,100)
Required for January, 1977, a well-qualified PHYSICAL EDUCATION SPECIALIST (Scale 3) for this mixed all-ability Comprehensive High School, which serves a district of 11 to 16 schools in the area.
The successful candidate should have an interest in Soccer, Gymnastics and Athletics, but also be willing to assist in other subjects in which qualifications would be an advantage.
Apply by letter to the Headmaster as soon as possible, giving the names and addresses of two referees.

SUFFOLK
COUNTY COUNCIL
FARNINGHAM HIGH SCHOOL
(Girls 11-16 Mixed: Roll 825)
(Mixed Sixth: Roll 150)
Required for January, 1977, a TEACHER for GIRLS' PHYSICAL EDUCATION.
Forms obtainable from the Headmistress of the school. Applications to be addressed to the Director of Education, Suffolk County Council, 24 Lower Brook Street, Ipswich IP4 1AR.

TRAFFORD
Metropolitan Borough of)
EDUCATION COMMITTEE
ST. ANTHONY'S R.C. SECONDARY SCHOOL FOR GIRLS
Cross Avenue, Sale, Cheshire
Tel.: 061-973 3267
PHYSICAL EDUCATION Scale 3 (Scale 4) inquired for January, 1977, to assist throughout the school, including games, gymnastics and dance. Duties to include Netball, Rounders and Athletics. Possible responsibility for Sporting Activities. Salary assessment may be made under London Allowance £150 per annum.
Application forms and further particulars may be obtained from the Headmistress and returnable to her as soon as possible.

Religious Education

Heads of Department

CROYDON
(London Borough of)
EDUCATION DEPARTMENT
Invite applications from suitably qualified teachers for the following posts:
HEAD OF RELIGIOUS EDUCATION, Purley High School, Purley Oaks Road, Croydon (Mixed 1,200)
Required for January, 1977, to lead a team of 5 teachers. Scale 3 (Scale 4) for suitable candidate. Possibility of Year Tutorship.
Apply Mr. D. Francis, M.A., Headmaster, Purley High School.
HEAD OF RELIGIOUS EDUCATION, Monks Orchard Secondary School, Beddington Lane, Croydon (Mixed 1,200)
Required for January, 1977, to lead a team of 5 teachers. Scale 3 (Scale 4) for suitable candidate. Possibility of Year Tutorship.
Apply Mr. R. Hall, M.A., Headmaster, Monks Orchard Secondary School.
Applications, giving full details of qualifications, experience and present appointment, should be sent to the Director of Education, Taberner House, Park Lane, Croydon CR9 1JT, by 1st October, 1976.

HILLINGDON
(London Borough of)
HAREWOOD SCHOOL
Harefield Road, Uxbridge, Middlesex UB8 1PH
(Number on Roll (Mixed) 1,150)
Required, Mr. E. Lovell, B.Sc. (Hons.), Ph.D., F.R.I.C., Headmaster, for January, 1977, HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4).
Applications, giving full details of qualifications and experience and names and address of two referees to the Head of the School (Tel.: Uxbridge 34331).

HILLINGDON
(London Borough of)
HAREWOOD SCHOOL
Harefield Road, Uxbridge, Middlesex UB8 1PH
(Number on Roll (Mixed) 1,150)
Required, Mr. E. Lovell, B.Sc. (Hons.), Ph.D., F.R.I.C., Headmaster, for January, 1977, HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4).
Applications, giving full details of qualifications and experience and names and address of two referees to the Head of the School (Tel.: Uxbridge 34331).

LINCOLNSHIRE
ASSESSMENT CENTRE
Skellingthorpe Road, Lincoln
Tel.: Lincoln 75111
COMPREHENSIVE SCHOOL
(Mixed 11-16)
Required from January, 1977, a HEAD OF RELIGIOUS EDUCATION (Scale 3) to lead a Religious Education team in this new Comprehensive School. Applicants should be graduates with a strong interest in all ability work.
The school is on 11 to 16 campus in Newark, with 1,000 pupils on roll by September, 1977. Full use will be made of the Assessment Centre facilities including a sports hall, gymnasium, swimming pool, etc.
Application forms and further particulars are obtainable from the Headmaster, Mr. A. Bell, M.A., at the above address. Applications should be returned by the 1st October, 1976.

NORTHAMPTONSHIRE
EDUCATION COMMITTEE
DAVENTRY SCHOOL
Required from January, 1977, a HEAD OF RELIGIOUS EDUCATION (Scale 3) to lead a team of 4 teachers in this 11-16 Comprehensive School (1,000 pupils with 200 in the Sixth Form). Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Northampton, NN1 1DP, to whom they should be returned by 1st October, 1976.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtainable from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BURSLEM SCHOOL
Queen Street, Burslem, Stoke-on-Trent
Mr. Ian Hall, London
(Mixed 1,100)
Required for January, 1977, a TEACHER for GIRLS' PHYSICAL EDUCATION to assist with Head of Department Girls' Physical Education with Games, Gymnastics and Dance. Scale 3 (Scale 4) would be considered for the right candidate. Playing fields and gymnasium on site. Some assistance with removal expenses may be available.
Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
Invite applications for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

WORCESTERSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Scale 1 Posts

ESSEX
COUNTY COUNCIL
LARKRISE HIGH SCHOOL
Colchester Road, Clacton-on-Sea
(Mixed 1,200)
RELIGIOUS EDUCATION
Required as soon as possible TEACHER with Boys' PE to assist with Games and Gymnastics. Scale 1 (Scale 2) for suitably qualified teacher. Possibility of Scale 2 (Scale 3) for teacher with good experience. Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

NORTH YORKSHIRE
COUNTY COUNCIL
CANON LEE SCHOOL
Alnham, York
Required January, 1977, a SPECIALIST TEACHER of RELIGIOUS EDUCATION throughout the school. Scale 1 (Scale 2) for suitably qualified teacher. Possibility of Scale 2 (Scale 3) for teacher with good experience. Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtainable from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this mixed comprehensive High School (1,000 pupils and rising) in Mansfield. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, County Hall, Nottingham NG2 1QP, to whom they should be returned by 1st October, 1976.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
Invite applications for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Other Posts on Scale 2 and above

DERBYSHIRE
HIGH SCHOOL
Heath, Nr. Chesterfield S44 5RX
Required for January, 1977, HEAD OF MATHEMATICS (Scale 3) to assist the Head of Department with the organisation of the subject throughout the school.
Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

LEICESTERSHIRE
MOUNT GRACE HIGH SCHOOL
Holly Hayes, Ashby-de-la-Zouch
Leicestershire
In the process of planning for the amalgamation of Secondary Schools in this area.
(High 11 to 14)
(Mixed 11 to 16)
EDUCATIONAL TECHNOLOGY
Graduate Teacher required for January, 1977, to assist with the development of Educational Technology throughout the School. Applications from suitably qualified teachers, Scale 1 (Scale 2) will be considered.
Application forms obtainable from the Headmaster at the School.

NEWHAM
(London Borough of)
EDUCATION COMMITTEE
Invite applications for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Scale 1 Posts

ESSEX
COUNTY COUNCIL
LARKRISE HIGH SCHOOL
Colchester Road, Clacton-on-Sea
(Mixed 1,200)
RELIGIOUS EDUCATION
Required as soon as possible TEACHER with Boys' PE to assist with Games and Gymnastics. Scale 1 (Scale 2) for suitably qualified teacher. Possibility of Scale 2 (Scale 3) for teacher with good experience. Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

NORTH YORKSHIRE
COUNTY COUNCIL
CANON LEE SCHOOL
Alnham, York
Required January, 1977, SPECIALIST TEACHER of RELIGIOUS EDUCATION throughout the school. Scale 1 (Scale 2) for suitably qualified teacher. Possibility of Scale 2 (Scale 3) for teacher with good experience. Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtainable from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this mixed comprehensive High School (1,000 pupils and rising) in Mansfield. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, County Hall, Nottingham NG2 1QP, to whom they should be returned by 1st October, 1976.

WORCESTERSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this mixed comprehensive High School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Rural Studies

Heads of Department

BILLINGDON
(London Borough of)
JOHN PENROSE SCHOOL
Honeycroft Hill, Uxbridge
Uxbridge, Middlesex UB8 3EZ
(Number on Roll (Mixed) 334 (6th form))
Required for January, 1977, HEAD OF AGRICULTURE DEPARTMENT (Scale 3) to be responsible for the work of the Department and the school Farm Unit.
Agriculture is taught in the first three years to all pupils and then options are available in the Sixth Form for courses leading to "O" and "A" level examinations in Agriculture. A residential staff house is available on the farm unit.
Application forms and further particulars are obtainable from the Headmaster, Mr. A. Reynolds, M.A. (Oxon), to whom completed forms should be returned by 1st October, 1976.

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9
(Roll 1,150. Increasing to full seven form entry, 11-18; approximately 900 in well-established sixth form) Excellent modern facilities in all subjects.
Required from January, 1977, TEACHING OF GIRLS' PHYSICAL EDUCATION to assist with Head of Department Girls' Physical Education with Games, Gymnastics and Dance. This school is provided with ample playing fields and gymnasia. Scale 3 (Scale 4) post. Some experience of outdoor activities. Some assistance with removal expenses. Applications should be sent to the Headmaster for Scale 3 post.
London Allowance of £402 per annum payable in addition. Scale 3 scheme for assistance with removal expenses and temporary accommodation may be possible. Allowance for travelling and lodging allowances.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
HOPWOOD LANE SCHOOL
Hopwood Lane, Todmorden OL14 7BG
Required from January, 1977, or earlier if possible, ASSISTANT TEACHER in charge of RURAL STUDIES (Scale 2) to assist Head of Department in developing a new 11-16 mixed Comprehensive School. Applicants should be graduates with a Rural Studies background and experience of working with children of all abilities.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Todmorden OL14 5BX, to whom they should be returned by 1st October, 1976.

NORTH YORKSHIRE
(County of)
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtainable from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

SEFTON
Metropolitan Borough of)
EDUCATION COMMITTEE
MARIST BOYS' HIGH SCHOOL
The Marian Way, Netherton
(Mixed 1,100)
Required for January, 1977, a well-qualified PHYSICAL EDUCATION SPECIALIST (Scale 3) for this mixed all-ability Comprehensive High School, which serves a district of 11 to 16 schools in the area.
The successful candidate should have an interest in Soccer, Gymnastics and Athletics, but also be willing to assist in other subjects in which qualifications would be an advantage.
Apply by letter to the Headmaster as soon as possible, giving the names and addresses of two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BURSLEM SCHOOL
Queen Street, Burslem, Stoke-on-Trent
Mr. Ian Hall, London
(Mixed 1,100)
Required for January, 1977, a TEACHER for GIRLS' PHYSICAL EDUCATION to assist with Head of Department Girls' Physical Education with Games, Gymnastics and Dance. This school is provided with ample playing fields and gymnasia. Scale 3 (Scale 4) post. Some experience of outdoor activities. Some assistance with removal expenses. Applications should be sent to the Headmaster for Scale 3 post.
London Allowance of £402 per annum payable in addition. Scale 3 scheme for assistance with removal expenses and temporary accommodation may be possible. Allowance for travelling and lodging allowances.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
Invite applications for the following posts:
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF RELIGIOUS EDUCATION, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Science

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
ELSTOW ABBEY SCHOOL
London Road, Bedford MK42 9AX
(Number on Roll (Mixed) 1,000)
Required for January, 1977, HEAD OF SCIENCE (Scale 3) to be responsible for the organisation of the Science courses and to teach Physics to "O" and "A" level.
Applications, giving full details of qualifications and experience, should be sent to the Headmaster at the school.

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9
(Roll 1,150. Increasing to full seven form entry, 11-18; approximately 900 in well-established sixth form) Excellent modern facilities in all subjects.
Required from January, 1977, a TEACHER of PHYSICS to assist with Head of Department Girls' Physical Education with Games, Gymnastics and Dance. This school is provided with ample playing fields and gymnasia. Scale 3 (Scale 4) post. Some experience of outdoor activities. Some assistance with removal expenses. Applications should be sent to the Headmaster for Scale 3 post.
London Allowance of £402 per annum payable in addition. Scale 3 scheme for assistance with removal expenses and temporary accommodation may be possible. Allowance for travelling and lodging allowances.

CROYDON
(London Borough of)
EDUCATION DEPARTMENT
Invite applications for the following posts:
HEAD OF SCIENCE, Purley High School, Purley Oaks Road, Croydon (Mixed 1,200)
Required for January, 1977, to lead a team of 5 teachers. Scale 3 (Scale 4) for suitable candidate. Possibility of Year Tutorship.
Apply Mr. D. Francis, M.A., Headmaster, Purley High School.
HEAD OF SCIENCE, Monks Orchard Secondary School, Beddington Lane, Croydon (Mixed 1,200)
Required for January, 1977, to lead a team of 5 teachers. Scale 3 (Scale 4) for suitable candidate. Possibility of Year Tutorship.
Apply Mr. R. Hall, M.A., Headmaster, Monks Orchard Secondary School.
Applications, giving full details of qualifications, experience and present appointment, should be sent to the Director of Education, Taberner House, Park Lane, Croydon CR9 1JT, by 1st October, 1976.

DERBYSHIRE
HIGH SCHOOL
Heath, Nr. Chesterfield S44 5RX
Required for January, 1977, HEAD OF MATHEMATICS (Scale 3) to assist the Head of Department with the organisation of the subject throughout the school.
Applications, giving full details of qualifications, experience and present appointment, should be sent to the Headmaster at the school.

HILLINGDON
(London Borough of)
HAREWOOD SCHOOL
Harefield Road, Uxbridge, Middlesex UB8 1PH
(Number on Roll (Mixed) 1,150)
Required, Mr. E. Lovell, B.Sc. (Hons.), Ph.D., F.R.I.C., Headmaster, for January, 1977, HEAD OF SCIENCE (Scale 3) to be responsible for the organisation of the Science courses and to teach Physics to "O" and "A" level.
Applications, giving full details of qualifications and experience and names and address of two referees to the Head of the School (Tel.: Uxbridge 34331).

LINCOLNSHIRE
ASSESSMENT CENTRE
Skellingthorpe Road, Lincoln
Tel.: Lincoln 75111
COMPREHENSIVE SCHOOL
(Mixed 11-16)
Required from January, 1977, a HEAD OF SCIENCE (Scale 3) to lead a team of 5 teachers in this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Religious Education to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF SCIENCE, Monks Orchard Secondary School, Beddington Lane, Croydon (Mixed 1,200)
Required for January, 1977, to lead a team of 5 teachers. Scale 3 (Scale 4) for suitable candidate. Possibility of Year Tutorship.
Apply Mr. R. Hall, M.A., Headmaster, Monks Orchard Secondary School.
Applications, giving full details of qualifications, experience and present appointment, should be sent to the Director of Education, Taberner House, Park Lane, Croydon CR9 1JT, by 1st October, 1976.

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
(600 coeducational)
Required for January, 1977 — TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 3 (Scale 4).
Application forms obtainable from the Clerk to the Governors, Northallerton Grammar School, Northallerton, North Yorkshire DL6 1DD.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
HEAD OF SCIENCE, Scale 3 (Scale 4) required for January, 1977, for this mixed comprehensive High School (1,000 pupils and rising) in Mansfield. Applicants should be able to teach Science to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, County Hall, Nottingham NG2 1QP, to whom they should be returned by 1st October, 1976.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
Invite applications for the following posts:
HEAD OF SCIENCE, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Chingford. Applicants should be able to teach Science to all abilities and be prepared to contribute to the pastoral work of the school.
HEAD OF SCIENCE, Scale 3 (Scale 4) required for January, 1977, for this 11-16 Comprehensive School (1,000 pupils and rising) in Walthamstow. Applicants should be able to teach Science to all abilities and be prepared to contribute to the pastoral work of the school.
Application forms and further particulars may be obtained from the Director of Education, Municipal Offices, Forest Road, London E17 4JB, to whom they should be returned by 1st October, 1976.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
ELSTOW ABBEY SC

SECONDARY
Science
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE CHILTERN SCHOOL,
Littlebourne
A 13-form entry Modern School of 1,000 boys aged 11 to 19 with a Sixth Form of 240.
Required in January owing to retirement of present holder
HEAD OF PHYSICS
to be in charge of the subject throughout the School and to teach Physics to A and other Scholarship levels.
Further details and application forms are available from the Headmaster

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required in January, 1977:—
HEAD of PHYSICS DEPARTMENT to organise and teach Physics throughout the school to Advanced and Scholarship levels. The school has two well-equipped laboratories and there is a Physics laboratory assistant. *Salary: Burnham Scale* according to qualifications and experience, with Inner London Allowance.
Apply in writing to the Headmistress, giving full particulars and names of two referees.

LONDON, N.W.1
JFS COMPREHENSIVE SCHOOL
172 Camden Road
Headmaster, Mr. L. Gatoff, B.Sc., F.I.M.A.
HEAD of BIOLOGY DEPARTMENT
Applications invited for Head of Biology Department (Scale 3) for January, 1977, for this eight-form entry voluntary aided comprehensive school.
The school has two well-equipped laboratories and there is a Physics laboratory assistant. Excellent facilities. Large number of A level candidates.
Applications to Mr. Nathan Gatoff, L.C.S., J.P., Comprehensive Dept., J.F.S. Comprehensive School, 175 Camden Road, Camden Town, N.W.1.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
DUNN FIELD SCHOOL
Required for January, 1976, a suitably qualified and experienced TEACHER of MATHEMATICS, Scale 3. This is a well equipped department. The subject is examined to C.S.E. and 'O' level (Nuffield) has been established for three years.
This is a purpose-built comprehensive school of 1,800 pupils. It has excellent facilities.
Local Health Fares. Further details obtainable from Headmaster.
Application forms available from Director of Education, Civic Centre, Newcastle upon Tyne NE1 8QH, completed and returned to the Headmaster, Dunfield School, Newcastle upon Tyne 5 within seven days of the appearance of this advertisement.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SARSTON SCHOOL,
Earlham Road, Norwich, NR4 7HU
(Tel. 0603 51081)
Required for January 1977:
HEAD of MATHEMATICS DEPARTMENT (Scale 3)
Applications are invited from suitably qualified teachers for the above post in this 11-18 mixed comprehensive school of 1,500 pupils. Large sixth form. Further details and application forms from the Headmaster.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD OF CHEMISTRY
SCHOOL
Park Hall Road,
Mansfield Woodhouse, Mansfield
(Comprehensive, 11-18)
Headmaster: G. H. Bovington, M.A. (Mansfield)
Required for January, HEAD of PHYSICS DEPARTMENT (Scale 3).
Applications available from the Headmaster, with names of two referees.
Closing Date: 1st October, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
MEDIUM
LONGTON HIGH SCHOOL
Bon Lane, Meir, Stoke-on-Trent
Tel. No. (T. Jutley, B.A.)
Number on roll 1,350 - age range 12 to 16 years ; Group 11
HEAD of BIOLOGY DEPARTMENT (Scale 3) for this mixed comprehensive school. The candidate appointed will be responsible for the organisation and implementation of subject specialist Biology courses within the Science Faculty and for advising the Head of Faculty on the requirements for teaching those parts of the integrated science courses having a Biological component. Biology and Human Biology are taught to G.C.E. 'O' and C.S.E. levels.
Applications are invited for the above appointment which is vacant from January 1977. Forms of application for this appointment and further particulars, where available, are obtained from the Head Teacher at the school.
Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 7th December, 1976.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
DUNN FIELD SCHOOL
Required for January, 1976, a suitably qualified and experienced TEACHER of MATHEMATICS, Scale 3. This is a well equipped department. The subject is examined to C.S.E. and 'O' level (Nuffield) has been established for three years.
This is a purpose-built comprehensive school of 1,800 pupils. It has excellent facilities.
Local Health Fares. Further details obtainable from Headmaster.
Application forms available from Director of Education, Civic Centre, Newcastle upon Tyne NE1 8QH, completed and returned to the Headmaster, Dunfield School, Newcastle upon Tyne 5 within seven days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD OF CHEMISTRY
Scale 3
Park Hall Road,
Mansfield Woodhouse, Mansfield
(Comprehensive, 11-18)
Headmaster: G. H. Bovington, M.A. (Mansfield)
Required for January, HEAD of PHYSICS DEPARTMENT (Scale 3).
Applications available from the Headmaster, with names of two referees.
Closing Date: 1st October, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
MEDIUM
LONGTON HIGH SCHOOL
Bon Lane, Meir, Stoke-on-Trent
Tel. No. T. Jutley, B.A.)
Number on roll 1,350 - age range 12 to 16 years ; Group 11
HEAD of BIOLOGY DEPARTMENT (Scale 3) for this mixed comprehensive school. The candidate appointed will be responsible for the organisation and implementation of subject specialist Biology courses within the Science Faculty and for advising the Head of Faculty on the requirements for teaching those parts of the integrated science courses having a Biological component. Biology and Human Biology are taught to G.C.E. 'O' and C.S.E. levels.
Applications are invited for the above appointment which is vacant from January 1977. Forms of application for this appointment and further particulars, where available, are obtained from the Head Teacher at the school.
Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 7th December, 1976.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
ST. FRANCIS OF ASSISI R.C. COMPREHENSIVE SCHOOL
Stephenson Road, Aldridge, Walsall WS9 0BN
HEAD of SCIENCE (Scale 4).
Required for January, 1977, SCIENCE GRADUATE to be in charge of eight or nine chemists and share responsibilities with seven other faculty heads. A senior teacher post is available for a suitable candidate.
Application forms and further details in respect of the above post may be obtained from the Head Teacher at the school. Visits by appointment are welcomed. Governors care of school. Details of vacancy to be within 10 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Cromwell Road, Grimsby
Number on roll, 1,200
Headmaster, W. G. Bates, B.Sc., M.A.
Required for January, 1977 —
TEACHER of MATHEMATICS to undertake some teaching of Physics to the sixth form. The candidate will be required to teach mathematics to the range 11-year to 16-year. It is hoped that the successful candidate will be a young well-qualified graduate with some experience. Applications, giving full particulars of qualifications and experience, together with the names of two referees, should be returned within 10 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD OF BIOLOGY
SCHOOL
Longdale Lane, Ravenshead, Nottingham
(Comprehensive, 11-18)
Headmaster: B. A. Marden, B.Sc. (Nottingham)
Number on roll 1,000 (11-18)
Sixth Form: 180
For January, TEACHER (Scale 2) to teach Chemistry throughout the School from Year 3, to 'A' level. Combined Science in years 1 and 2.
Well-qualified laboratories and general technical basis in all teaching.
Interest in extra curriculum activities essential.
Applications (on form) to the Headmaster, with curriculum vitae and with names of two referees as soon as possible and not later than 30th September, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
BARROW HILL GRAMMAR SCHOOL FOR BOYS
Queensway, Barrow Hill, Chesterfield S43 2PW
Tel. No. (0246) 472201
Required for January, 1977, a GRADUATE TEACHER of PHYSICS to lead the Physics Department in this 11-18 mixed grammar school. Candidates should be graduates with a good honours degree and preferably a teaching qualification. Experience is desirable but not essential.
Application forms and further details from the Headmaster, to be returned within 14 days of the appearance of this advertisement.

COVENTRY
KING HENRY VIII SCHOOL
Coventry CV3 6AQ
Well qualified PHYSICISTS are invited to see the school's insertion under Mathematical Schools.

COVENTRY
(City of)
THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL
Coventry CV5 8HX
(1,250 on roll)
Required January, 1977:
PHYSICS (Scale 3) "O" level and SCIENCE to first two years, Scale 2.
Apply by letter, giving full details (age, qualifications, experience and names and addresses of referees) to the Headmaster at the school. Broad Lane, Coventry CV5 7AT.
Closing date 10 days after appearance of this advertisement.

CUMBRIA
EDUCATION COMMITTEE
BARROW GRAMMAR SCHOOL FOR BOYS
Roose, Barrow-in-Furness
Number on roll: Boys 603
Graduate TEACHER of PHYSICS, Scale 3, required for January, 1977. A share of 'A' and 'O' level work is available for a suitable candidate.
Further details and application forms, stamped addressed envelope, may be obtained from the Headmaster at the school.
Closing date for receipt of forms, Saturday, 2nd October, 1976.

DUDLEY
METROPOLITAN BOROUGH
THE CRESTWOOD SCHOOL
Stourbridge Road, Kingswinford, West Midlands, DY6 9AB
(13-18 Mixed Comprehensive comprehensive (former grammar school) : 960 on roll)
Required immediately, TEACHER of PHYSICS to 'O' and 'A' level. Good laboratory accommodation and assistance of technicians. Consideration would be given to a newcomer to the profession.
Applications, with names of referees, should be sent to the Headmaster.

ESSEX
COUNTY COUNCIL
KING HAROLD SCHOOL
Waltham Abbey
Tel.: Lea Valley 714800
PHYSICS
Required in January, 1977, graduate TEACHER of PHYSICS to undertake some teaching of Physics to the sixth form. The candidate will be required to teach mathematics to the range 11-year to 16-year. It is hoped that the successful candidate will be a young well-qualified graduate with some experience. Applications, giving full particulars of qualifications and experience, together with the names of two referees, should be returned within 10 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD OF BIOLOGY
SCHOOL
Longdale Lane, Ravenshead, Nottingham
(Comprehensive, 11-18)
Headmaster: B. A. Marden, B.Sc. (Nottingham)
Number on roll 1,000 (11-18)
Sixth Form: 180
For January, TEACHER (Scale 2) to teach Chemistry throughout the School from Year 3, to 'A' level. Combined Science in years 1 and 2.
Well-qualified laboratories and general technical basis in all teaching.
Interest in extra curriculum activities essential.
Applications (on form) to the Headmaster, with curriculum vitae and with names of two referees as soon as possible and not later than 30th September, 1976.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CHALNEY HIGH SCHOOL FOR BOYS
Stonevale Road, Luton, LU3 9TJ
(Headmaster, Mr. J. A. Loveridge, M.A.)
Required for 1st November, 1976 Part-time TEACHER of CHEMISTRY and SCIENCE, Scale 1.
Application forms obtainable from the Headmaster.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ROBERT ALDEY COMPREHENSIVE SCHOOL
(600 boys and girls on roll, 11-16 years)
TEACHER of SCIENCE, Scale 1, required as soon as possible. The successful applicant will share in the teaching of Combined Science courses leading to C.S.E. and G.C.E. 'O' level examinations. The ability to teach either physics or biology to 'O' level would be desirable but not essential. Selection is based on the ability to assist one of the city of Milton Keynes subject teams. The County Council's regulations regarding removal expenses, lodging allowances will be applicable. Further information is making houses available for rent at reduced rates to teachers appointed to schools within the designated area.
Application by letter, giving full personal details, together with curriculum vitae and names and addresses of two referees to the Head Teacher, The Lord Grey School, New Leys, Bletchley, Milton Keynes MK3 6ES.

COVENTRY
(City of)
KING HENRY VIII SCHOOL
Coventry CV3 6AQ
Well qualified PHYSICISTS are invited to see the school's insertion under Mathematical Schools.

COVENTRY
(City of)
THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL
Coventry CV5 8HX
(1,250 on roll)
Required January, 1977:
PHYSICS to "O" level and SCIENCE to first two years, Scale 2.
Apply by letter, giving full details (age, qualifications, experience and names and addresses of referees) to the Headmaster at the school, Broad Lane, Coventry CV5 7AT.
Closing date 10 days after appearance of this advertisement.

CUMBRIA
EDUCATION COMMITTEE
BARROW GRAMMAR SCHOOL FOR BOYS
Roose, Barrow-in-Furness
Number on roll: Boys 603
Graduate TEACHER of PHYSICS, Scale 3, required for January, 1977. A share of 'A' and 'O' level work is available for a suitable candidate.
Further details and application forms, stamped addressed envelope, may be obtained from the Headmaster at the school.
Closing date for receipt of forms, Saturday, 2nd October, 1976.

HAMPSHIRE
FAIRHAM/COMPORT AREA
ST. ANNE'S SCHOOL
St. Anne's Grove, Fareham
Tel. No. (0329) 281 141
(11 to 16 Mixed Comprehensive : 1,500 on roll)
TEACHER of PHYSICAL SCIENCES:
Boerage science to Years 4 and 5, Combined Science Years 3 and 4, Seven months temporary appointment.
Application forms obtainable from the Headmaster to be returned to him.

LANCASHIRE
BOLTON SCHOOL
HANCOCKS ROAD, BOLTON
PHYSICS specialist TEACHER required for January 1977 to lead throughout the school from the age of 11 with a share of the Sixth Form work. The Department is a lively and successful one with a steady record of Oxbridge entries and awards. A good atmosphere is gradually sought, and should exist, in which pupils are encouraged to develop their own games, especially soccer and athletics to advantage. The school has been developed from a Direct Grant to full independence. Further details about the post and the school can be obtained from the Headmaster.
Please apply in writing, giving full details, to the Headmaster, Bolton School (Boys' Division), Chorley New Road, Bolton BL1 4PA, with full statement of qualifications and experience and the names of referees.

LEICESTERSHIRE
NEWBRIDGE HIGH SCHOOL
Forest Road, Coalville (Ages 11 to 16)
(In the Leicestershire Plan for the organisation of secondary education)
TEACHER of BIOLOGY (Scale 1) required 1st November.
Further details from the Head. Apply immediately for forms (with full particulars and the names and addresses of two referees.

LEICESTERSHIRE
VALE OF CATMOSE COMMUNITY COLLEGE
Cold Overton Road, Oakham
Leics.
(Comprehensive, 11 to 16)
Roll 950)
Required immediately: GRADUATE TEACHER of SCIENCE (Scale 3), to specialise in Physics and Chemistry to "O" level. Seven new laboratories in purpose-built Science Centre.
Further details from the Head. Apply immediately for forms (with full particulars and the names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
Astor Avenue, Dover, Kent CT17 9EU
Number on roll: 770
Sixth Form
Required as soon as possible, GRADUATE to teach 'A' level PHYSICS.
Please apply direct to the Headmaster giving names of two referees and Burnham salary sub-

KINGSTON upon Thames
(Royal Borough of)
RICHARD CHALLONER SCHOOL
Manor Drive North, New Malden, Surrey
(880 boys)
TEACHER for GENERAL SCIENCE/PHYSICS required as soon as possible. Burnham Scale 2.
London Allowance £227.
Assistance may be provided with removal expenses.
Application forms obtainable from the Headmaster to be returned to him.

LANCASHIRE
BOLTON SCHOOL
HANCOCKS ROAD, BOLTON
PHYSICS specialist TEACHER required for January 1977 to lead throughout the school from the age of 11 with a share of the Sixth Form work. The Department is a lively and successful one with a steady record of Oxbridge entries and awards. A good atmosphere is gradually sought, and should exist, in which pupils are encouraged to develop their own games, especially soccer and athletics to advantage. The school has been developed from a Direct Grant to full independence. Further details about the post and the school can be obtained from the Headmaster.
Please apply in writing, giving full details, to the Headmaster, Bolton School (Boys' Division), Chorley New Road, Bolton BL1 4PA, with full statement of qualifications and experience and the names of referees.

HERTFORDSHIRE
COUNTY COUNCIL
TEACHING DIVISION
ASHLYNS SCHOOL
Chesham Road, Berkhamsted
(Co-educational Comprehensive Upper School)
(13-18)
Temporary appointment from early November, 1976, until mid-March, 1977 to teach Physics to the main school up to G.C.E. standard.
Applications by letter to the Headmaster should include curriculum vitae, age and nationality and names and addresses of two referees.

ISLE OF MAN
BOARD OF EDUCATION
CASTLETOWN JUNIOR HIGH SCHOOL
Required for January, 1977, in the Comprehensive Co-Educational School of 1,350 pupils, age range 11-18 years
TEACHER of GENERAL SCIENCE, Scale 2.
Forms of application and further particulars from Senior Mistress, Castletown Junior High School, Bowstead, Closing date : 1st October, 1976.

ISLE OF MAN
BOARD OF EDUCATION
THE DOUGLAS HIGH SCHOOL
Co-Educational Comprehensive
14-18 years : 900 pupils
TEACHER of PHYSICS and GENERAL SCIENCE
Forms of application and further particulars from Senior Mistress, Douglas High School, Ninian's Douglas. Closing date : 1st October, 1976.

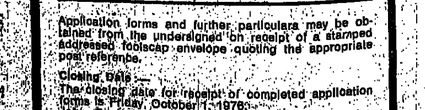
KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
Astor Avenue, Dover, Kent CT17 9EU
Scale 3.
Number on roll: 770
Sixth Form
Required as soon as possible, GRADUATE to teach 'A' level PHYSICS.
Please apply direct to the Headmaster giving names of two referees and Burnham Scale 3 salary subject to experience.

HAMPSHIRE
FAIRHAM/COMPORT AREA
ST. ANNE'S SCHOOL
St. Anne's Grove, Fareham
Tel. No. (0329) 281 141
(11 to 16 Mixed Comprehensive : 1,500 on roll)
TEACHER of PHYSICAL SCIENCES:
Boerage science to Years 4 and 5, Combined Science Years 3 and 4, Seven months temporary appointment.
Application forms obtainable from the Headmaster to be returned to him.

LANCASHIRE
BOLTON SCHOOL
HANCOCKS ROAD, BOLTON
PHYSICS specialist TEACHER required for January 1977 to lead throughout the school from the age of 11 with a share of the Sixth Form work. The Department is a lively and successful one with a steady record of Oxbridge entries and awards. A good atmosphere is gradually sought, and should exist, in which pupils are encouraged to develop their own games, especially soccer and athletics to advantage. The school has been developed from a Direct Grant to full independence. Further details about the post and the school can be obtained from the Headmaster.
Please apply in writing, giving full details, to the Headmaster, Bolton School (Boys' Division), Chorley New Road, Bolton BL1 4PA, with full statement of qualifications and experience and the names of referees.

LEICESTERSHIRE
NEWBRIDGE HIGH SCHOOL
Forest Road, Coalville (Ages 11 to 16)
(In the Leicestershire Plan for the organisation of secondary education)
TEACHER of BIOLOGY (Scale 1) required 1st November.
Further details from the Head. Apply immediately for forms (with full particulars and the names and addresses of two referees.

LEICESTERSHIRE
VALE OF CATMOSE COMMUNITY COLLEGE
Cold Overton Road, Oakham
Leics.
(Comprehensive, 11 to 16)
Roll 950)
Required immediately: GRADUATE TEACHER of SCIENCE (Scale 3), to specialise in Physics and Chemistry to "O" level. Seven new laboratories in purpose-built Science Centre.
Further details from the Head. Apply immediately for forms (with full particulars and the names and addresses of two referees.



Applications are invited from suitably qualified persons for the following posts in the Authority's service. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a social priority school.

Headship

Fiasmari Junior, Brittania Road, Fiasmari, Swansea
This is a Group 4 School with a mixed enrolment of 160 *in the age range 7 to 11 (post reference 2P27/1.15.76)*

Secondary Schools

FRENCH
Mansetion Junior Comprehensive (Mixed, 270 on roll, age range 11 to 13), Cecil Street, Mansetion, Swansea.
Also Classical Studies (post reference : 2S19/2.15.76

Cmtawe Comprehensive (Mixed, 1830 on roll, age range 11 to 18), Pontardewe, Swansea.
Also *German to "A" level (post reference : 4S13/3.15.76).*

MATHEMATICS
Mansetion Junior Comprehensive (Mixed, 270 on roll, age range 11 to 13), Cecil Street, Mansetion, Swansea.
Also Science. Mainly slow learners (post reference : 2S19/4.15.76).

WELSH
Hafod Senior Comprehensive (Mixed, age range 13 to 18), Pentremawr Road, Hafod
With Religious Education (post reference : 2S11/5.15.76).

WOODWORK
Cefn Hengoed Comprehensive (Mixed, 1,600 on roll, age range 11 to 18), Caldicot Road, Winch Wen, Swansea), post reference : 2S18/6.15.76.

Special Schools

BRITON FERRY ESN(S) (Mixed, 45 on roll, age range 4 to 16-plus), Ynysmaerdy Road, Briton Ferry.
Infant trained preferably holding the Diploma in Special Education and with experience of special education particularly Special Schools dealing with severely sub-normal children. (Post reference : OSP2/7.15.176). (Readvertisement.)

Application forms and further particulars may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

Closing Date —
The closing date for receipt of completed application forms is Friday, October 1, 1976.
John Beale, Director of Education. The Education Department, Princess House, Princess Way, Swansea. (Ref.) Dean

SECONDARY
Science
continued

LONDON, S.W.15
PUTNEY HIGH SCHOOL
GS Putney Park Avenue, SW15 6AH
(11-18 G.P.D.S.T.)
(Direct-grant school becoming independent: 480 girls)
Wanted January: Honours GRADUATE to share in the teaching of PHYSICS to Advanced level and University Entrance Standard and to teach some General SCIENCE to lower forms.
Please apply by letter, giving names of referees and enclosing testimonials, to the Headmistress.

NEWHAM
(London Borough of)
HAMPTON MANOR SCHOOL
Roman Road, London, E6 3BQ
(Tel. 13564 : Co-educational)
Head Teacher :
Mr. D. G. Williams
Required September, 1976 or as soon as possible thereafter, TEACHER of BIOLOGY (Scale 2) to work in a team of three.
Burnham Rates plus London Allowance (Inner).
Application forms may be obtained from the Head Teacher (Tel. 01-511 0933/4/5) and should be returned immediately to the school.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
COUNTY LODGE HIGH AND COMPREHENSIVE SCHOOL
Rheinland Way, Corby
Required as soon as possible) an ASSISTANT to teach Chemistry to 'O' and 'A' level plus some GENERAL SCIENCE. But when time permits, he would be required to teach a full time Chemistry course. Scale 2. This is the current academic year. Alternatively, a temporary appointment could be made for a Graduate Chemist able to teach to C.S.E. level.
Forms of application and further details available.
Apply to Headmaster for details (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
HACTON HEATH SECONDARY SCHOOL
(Scale 3)
11-16 mixed roll 1,362
Hacton Road, Ipswich IP3 9PZ
Headteacher: Mr. Peter Cowell
Required January, 1977 or sooner, HEAD of MATHEMATICS DEPARTMENT (Scale 3). Responsible to the Deputy Head (Curriculum) for the organisation and implementation of subject specialist Mathematics courses within the Science Faculty and for advising the Head of Faculty on the requirements for teaching those parts of the integrated science courses having a Mathematical component. Mathematics is taught to G.C.E. 'O' level and C.S.E. levels.
Application forms and further details and names and addresses of two educational referees to the Headteacher, Hacton Heath Secondary School, Broad Lane, Coventry CV5 7AT.
Closing date 10 days after appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
HACTON HEATH SECONDARY SCHOOL
(Scale 3)
11-16 mixed roll 1,362
Hacton Road, Ipswich IP3 9PZ
Headteacher: Mr. Peter Cowell
Required January, 1977 or sooner, HEAD of MATHEMATICS DEPARTMENT (Scale 3). Responsible to the Deputy Head (Curriculum) for the organisation and implementation of subject specialist Mathematics courses within the Science Faculty and for advising the Head of Faculty on the requirements for teaching those parts of the integrated science courses having a Mathematical component. Mathematics is taught to G.C.E. 'O' level and C.S.E. levels.
Application forms and further details and names and addresses of two educational referees to the Headteacher, Hacton Heath Secondary School, Broad Lane, Coventry CV5 7AT.
Closing date 10 days after appearance of this advertisement.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ST. CHRISTOPHER'S SCHOOL
Stanford Road, Bedford MK42 0EB
(Tel. 0234 51331)
Required for January, 1977, a TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. in this 11-16 mixed comprehensive school. Well established traditional courses to 'O' level and C.S.E. Good facilities. Scale 2.
Application forms and further details obtainable from the Headmaster. Applications already received will be considered.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BOTHERAM HIGH SCHOOL
Bedford MK41 7PH
(Headmaster, Mr. M. D. Taggart, M.A.)
Required for January, 1977, an ASSISTANT TEACHER of BOYS' CRAFT in this 11-16 mixed comprehensive school. Well established traditional courses to 'O' level and C.S.E. Good facilities. Scale 2.
Applications already received will be considered.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BOTHERAM HIGH SCHOOL
Bedford MK41 7PH
(Headmaster, Mr. M. D. Taggart, M.A.)
Required for January, 1977, an ASSISTANT TEACHER of BOYS' CRAFT in this 11-16 mixed comprehensive school. Well established traditional courses to 'O' level and C.S.E. Good facilities. Scale 2.
Applications already received will be considered.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ST. GREGORY'S R.C. SECONDARY SCHOOL
Bidenham Turn, Bedford
(Tel. 0234 51331)
(11-18 Roll Number: 1976 : 1,400)
This secondary school becoming 11-18 has 400 plus pupils on roll, aged from 16 to 18. Staff required for January, 1977 (or earlier if possible) :
An energetic and imaginative TEACHER of WOOD and METALWORK with ideas based on practical woodwork and metalwork for 14 plus and 16 plus groups, and the full range of metal and wood craft activities with the Middle School.
Application forms obtainable from the Acting Headmaster at the school.

BUCKINGHAMSHIRE
BEACONSFIELD, CHILTERN DIVISION
DR. CHALLONER'S GRAMMAR SCHOOL
Chalfont Road, Amersham
HIGH SCHOOL
Headmaster, Mr. J. A. Loveridge, B.A., B.Sc.
Number on Roll, 800 boys—250 in sixth form
HEAD of ENGINEERING and CRAFT DEPARTMENT—Scale 3—required for January 1977.
The Head of a flourishing craft department will be responsible for the organisation of courses in Woodwork, Metalwork, Engineering, Technical Drawing, Pottery, Applied Science and Technology at O and A level and Engineering at A level.
Applicants should be suitably qualified with relevant, wide and successful experience. The candidate appointed will be expected to teach Engineering to 'A' level, to lead and co-ordinate a team of two teachers, plus one technician, and to take an active part in the running of the School. London area fringe allowance of £1,650 per annum in addition to Burnham salary. Removal expenses up to £1,000 in approved cases.
Please write to the Headmaster with brief curriculum vitae and names of two referees.

Scale 1 Posts

DEVON
IVYBRIDGE SCHOOL AND COMMUNITY COLLEGE
Harford Road, Ivybridge
Comprehensive 11-18
(1,450 on roll)
TEACHER required to teach DRAMA throughout the school and assist with Community Drama. Part available. Ability in Music an advantage.
Application forms (stamped addressed envelope) from and returnable to Headmaster within 14 days.

Technical Studies

Heads of Department

BARNET
(London Borough of)
HENDON SCHOOL
Danes Road, London NW7 6AZ
(Tel. 202 1616 or 1180)
Required January, 1977 or September, 1977:
HEAD of DESIGN and TECHNICAL STUDIES (Scale 4) to be responsible for seven 'O'-level courses, including Technical Drawing, Art, Crafts and Design and Technology and a wide range of subjects involving creative and technical studies.
Applicants must have significant experience in education, preferably in the subject areas. Enthusiasm to develop courses in all aspects of the department's role within a fully comprehensive school is essential.
In approved cases assistance may be given by way of payment of up to £700 for removal expenses and payment of separation allowances.
Apply to Headmaster giving names of referees.
Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BOTHERAM HIGH SCHOOL
Bedford MK41 7PH
(Headmaster, Mr. M. D. Taggart, M.A.)
Required for January, 1977, as HEAD of BOYS' CRAFT in this 11-16 mixed comprehensive school. Well established traditional courses to 'O' level and C.S.E. Good facilities. Scale 2.
Applications already received will be considered.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ST. GREGORY'S R.C. SECONDARY SCHOOL
Bidenham Turn, Bedford
(Tel. 0234 51331)
(11-18 Roll Number: 1976 : 1,400)
This secondary school becoming 11-18 has 400 plus pupils on roll, aged from 16 to 18. Staff required for January, 1977 (or earlier if possible) :
An energetic and imaginative TEACHER of WOOD and METALWORK with ideas based on practical woodwork and metalwork for 14 plus and 16 plus groups, and the full range of metal and wood craft activities with the Middle School.
Application forms obtainable from the Acting Headmaster at the school.

BUCKINGHAMSHIRE
BEACONSFIELD, CHILTERN DIVISION
DR. CHALLONER'S GRAMMAR SCHOOL
Chalfont Road, Amersham
High Street
Headmaster, Mr. J. A. Loveridge, B.A., B.Sc.
Number on Roll, 800 boys—250 in sixth form
HEAD of ENGINEERING and CRAFT DEPARTMENT—Scale 3—required for January 1977.
The Head of a flourishing craft department will be responsible for the organisation of courses in Woodwork, Metalwork, Engineering, Technical Drawing, Pottery, Applied Science and Technology at O and A level and Engineering at A level.
Applicants should be suitably qualified with relevant, wide and successful experience. The candidate appointed will be expected to teach Engineering to 'A' level, to lead and co-ordinate a team of two teachers, plus one technician, and to take an active part in the running of the School. London area fringe allowance of £1,650 per annum in addition to Burnham salary. Removal expenses up to £1,000 in approved cases.
Please write to the Headmaster with brief curriculum vitae and names of two referees.

Scale 1 Posts

DEVON
IVYBRIDGE SCHOOL AND COMMUNITY COLLEGE
Harford Road, Ivybridge
Comprehensive 11-18
(1,450 on roll)
TEACHER required to teach DRAMA throughout the school and assist with Community Drama. Part available. Ability in Music an advantage.
Application forms (stamped addressed envelope) from and returnable to Headmaster within 14 days.

Technical Studies

Heads of Department

BARNET
(London Borough of)
HENDON SCHOOL
Danes Road, London NW7 6AZ
(Tel. 202 1616 or 1180)
Required January, 1977 or September, 1977:
HEAD of DESIGN and TECHNICAL STUDIES (Scale 4) to be responsible for seven 'O'-level courses, including Technical Drawing, Art, Crafts and Design and Technology and a wide range of subjects involving creative and technical studies.
Applicants must have significant experience in education, preferably in the subject areas. Enthusiasm to develop courses in all aspects of the department's role within a fully comprehensive school is essential.
In approved cases assistance may be given by way of payment of up to £700 for removal expenses and payment of separation allowances.
Apply to Headmaster giving names of referees.
Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BOTHERAM HIGH SCHOOL
Bedford MK41 7PH
(Headmaster, Mr. M. D. Taggart, M.A.)
Required for January, 1977, as HEAD of BOYS' CRAFT in this 11-16 mixed comprehensive school. Well established traditional courses to 'O' level and C.S.E. Good facilities. Scale 2.
Applications already received will be considered.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ST. GREGORY'S R.C. SECONDARY SCHOOL
Bidenham Turn, Bedford
(Tel. 0234 51331)
(11-18 Roll Number: 1976 : 1,400)
This secondary school becoming 11-18 has 400 plus pupils on roll, aged from 16 to 18. Staff required for January, 1977 (or earlier if possible) :
An energetic and imaginative TEACHER of WOOD and METALWORK with ideas based on practical woodwork and metalwork for 14 plus and 16 plus groups, and the full range of metal and wood craft activities with the Middle School.
Application forms obtainable from the Acting Headmaster at the school.

Speech and Drama

Other Posts on Scale 2 and above

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENFIELD DRAMA CENTRE
(Re-advertisement)
Required for January 1977 applications are invited from suitably experienced TEACHERS for the post of DRAMA TEACHER (Scale 2) to a team based at the above centre. The successful candidate will be expected to advise teachers on the theory and practice of drama in Primary, Secondary and Special Schools.
Application forms and further details, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be completed and returned by 15th October, 1976.

Scale 1 Posts

DEVON
IVYBRIDGE SCHOOL AND COMMUNITY COLLEGE
Harford Road, Ivybridge
Comprehensive 11-18
(1,450 on roll)
TEACHER required to teach DRAMA throughout the school and assist with Community Drama. Part available. Ability in Music an advantage.
Application forms (stamped addressed envelope) from and returnable to Headmaster within 14 days.

Technical Studies

Heads of Department

BARNET
(London Borough of)
HENDON SCHOOL
Danes Road, London NW7 6AZ
(Tel. 202 1616 or 1180)
Required January, 1977 or September, 1977:
HEAD of DESIGN and TECHNICAL STUDIES (Scale 4) to be responsible for seven 'O'-level courses, including Technical Drawing, Art, Crafts and Design and Technology and a wide range of subjects involving creative and technical studies.
Applicants must have significant experience in education, preferably in the subject areas. Enthusiasm to develop courses in all aspects of the department's role within a fully comprehensive school is essential.
In approved cases assistance may be given by way of payment of up to £700 for removal expenses and payment of separation allowances.
Apply to Headmaster giving names of referees.
Director of Educational Services.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ST. GREGORY'S R.C. SECONDARY SCHOOL
Bidenham Turn, Bedford
(Tel. 0234 51331)
(11-18 Roll Number: 1976 : 1,400)
This secondary school becoming 11-18 has 400 plus pupils on roll, aged from 16 to 18. Staff required for January, 1977 (or earlier if possible) :
An energetic and imaginative TEACHER of WOOD and METALWORK with ideas based on practical woodwork and metalwork for 14 plus and 16 plus groups, and the full range of metal and wood craft activities with the Middle School.
Application forms obtainable from the Acting Headmaster at the school.

BUCKINGHAMSHIRE
BEACONSFIELD, CHILTERN DIVISION
DR. CHALLONER'S GRAMMAR SCHOOL
Chalfont Road, Amersham
High Street
Headmaster, Mr. J. A. Loveridge, B.A., B.Sc.
Number on Roll, 800 boys—250 in sixth form
HEAD of ENGINEERING and CRAFT DEPARTMENT—Scale 3—required for January 1977.
The Head of a flourishing craft department will be responsible for the organisation of courses in Woodwork, Metalwork, Engineering, Technical Drawing, Pottery, Applied Science and Technology at O and A level and

SECONDARY
Technical Studies
continued

BRENT
(London Borough of)
COPLAND HIGH (MSED) SCHOOL
Dyer Avenue, Wembley HA9 7DX
(Roll 1,400, aged 11-18, comprehensive, Social Priority School)
Required January, 1977,
TEACHER (Scale 1) for WOODWORK, with some CRAFT WORK.
Well-equipped Workshops.
London Allowance of £102 per annum is payable and there is a scheme in hand with removal expenses, including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School giving age, present post, qualifications, experience and references, within seven days.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
DR. CHALLONER'S GRAMMAR SCHOOL
Chalfont Road, Amersham
(Roll 1,000)
Head: Mr. J. A. Loerridge, B.D., M.A.
Number on roll, 800 boys
240 in Sixth Form
ENGINEERING SCIENCE/CRAFT TEACHER (Scale 1, required for January, 1977.
A large and flourishing department with new Engineering Science/Craft teacher for January, 1977. The successful applicant will be expected to help to develop technological studies in the Sixth Form.
Applications, giving full details of age, present appointment and technological experience, should be sent to the Head Master as soon as possible.

The phrase appointed will be extended for a short period to cover the turning of the school into a mainly sixth form establishment.

London area fringe Allowance of £402 per annum is payable.
Burnham Salary. Removal expenses up to £150 in approved cases.
Please write to the Headmaster with curriculum vitae and names of two referees.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

EAST LOTHIAN DIVISION SECONDARY

		Responsibility Allowance
ASSISTANT PRINCIPAL TEACHER Ross High School Tranent	Guidance	£667

EDINBURGH DIVISION

PRINCIPAL TEACHERS Castlebrae High School	Geography (Acting appointment)	£1,371
Tynecastle High School	Modern Studies	£1,207
ASSISTANT PRINCIPAL TEACHERS Firrhill High School	Science	£720
Castlebrae High School	Modern Languages	£667
TEACHING POST Ainslie Park High School	History/ Modern Studies	
Currie High School	Physics/ General Science	
Gracemount High School	Technical Education	
Queensferry High School	Mathematics/ Science	
St Thomas of Aquin's High School	Mathematics	

MIDLOTHIAN DIVISION

ASSISTANT PRINCIPAL TEACHER Lasswade High School	Science	£720
TEACHING POST Dalkeith High School	English	

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act, 1967 as amended.
Candidates should specify for which post they wish to apply.
Applications forms are available from the appropriate Divisional Education Officer at the following addresses:
Mr. C. F. Pert — Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington.
Mr. G. E. Ferguson — Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr D. S. Brotonis — Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Closing date for applications is 1 October, 1976.

CUMBRIA
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
(Comprehensive Community; 11-18 mixed; roll, 1,480)
Specialist for WOODWORK (Scale 1) required for January, 1977.
Opportunities for using outer contributional specialisations. Excellent craft units and facilities available to imaginative teacher.
Forms and further particulars from Head of the School.

DERBYSHIRE
STAVELEY MIDDLEHOUSE SECONDARY SCHOOL
Staveley, Chesterfield S43 3NG
for January, TEACHER for WOODWORK; an ability to teach METAL-WORK and TECHNICAL DRAWING would be desirable. Post would suit a newly qualified Teacher.
Forms of application from, and return to, the Headteacher at the School.

DEVON
DEVONPORT SECONDARY SCHOOL
Devon Avenue, Devonport, Plymouth PL1 4NG
Required January 1977, mainly Lower School WOODWORK and METALWORK at this 11-16 comprehensive school with modern facilities.
Ability to offer a specialist interest in woodwork and art would be advantageous.
Application forms (stamped addressed envelope) obtainable from and to be returned to him by 1st October.

HAMPSHIRE
PORTSMOUTH AREA
THE CITY OF PORTSMOUTH
HIGH SCHOOL
London Road, Hilsea
Required for January 1977, a TEACHER of TECHNICAL DRAWING and possibly some HEAVY CRAFTS.
Assistance with removal expenses in appropriate cases.
Candidates are required to submit a letter of application to the Headmaster of the school giving curriculum vitae, qualifications and the names and addresses of two referees. Applications not later than 27th September 1976.

HAMPSHIRE
FAREHAM-GOSPORT AREA
BRIDGEMARY SCHOOL
Wych Lane, Gosport, PO12 3UN
WOODWORK TEACHER; up to C.S.E. level.
SOUTH-WEST AREA
FURZELANDS SCHOOL
North Street, Hedmington
Lymington, SO41 9ZA
(11 to 16 Comprehensive Mixed; 1,200 on roll)
Required January 1977:
Qualified TEACHER of TECHNICAL STUDIES for Woodwork. Some Technical Drawing available, if desired.
Please write to the Head at the school concerned giving full curriculum vitae, names and addresses of two educational referees.

SUFFOLK
COUNTY COUNCIL
Required January, 1977, in the following schools in the Southern Area of Suffolk, Scale 3 ASSISTANT TEACHERS OF METAL-WORK, WOODWORK and TECHNICAL DRAWING for 11-16 Comprehensive schools:
COPLESTON SECONDARY SCHOOL (Roll 1,450, 11-19 mixed)
Ipswich, IP4 2UD
HOLBROOK SECONDARY SCHOOL (Roll 1,000, 11-16 mixed)
Ipswich, IP9 2RW
Head, V. Brogden.
Forms obtainable from the respective Head Teachers, stamped addressed envelope, please, to be returned as soon as possible.

Other than by Subject Classification

Heads of Department

HAMPSHIRE
MID HANTS AREA
HILL CHASE
COMPREHENSIVE SCHOOL
Romsey, Hampshire
Comprehensive Mixed 11 to 16
1,430 on roll

DIRECTOR of STUDIES
(Scale 4 Post) required from January, 1977. The person appointed will be expected to take a full part in the development of the Lothian Comprehensive School and will be a member of the senior management team. Duties could include responsibility for staff and pupil welfare arrangements, school transport arrangements and the timetable and construction of timetables.
Scale 4 teaching subject(s).
Please write to the Head giving full curriculum vitae and the names and addresses of two educational referees.
Assistance with removal expenses in approved cases.

SANDWELL
Metropolitan Borough of
WEATHERHEAD HIGH SCHOOL
Trinity Street, Cradley Heath
Warley, West Midlands
Required for January, 1977
HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 4)
The successful applicant will have overall responsibility for and co-ordination of Creative Arts (Art/Craft, Drama, Dance and Physical Education) throughout the school.
Application forms are available from and returnable to the Head Teacher at the school.

Scale 1 Posts

BROMLEY
(London Borough of)
Subject to certain conditions, removal and disturbance allowances and grants towards legal costs, etc., payable in teaching posts appointed from outside the Borough.
KELSEY PARK SCHOOL FOR BOYS
Kelsey Park Road, Beckenham
(London Area Allowance)
Required as soon as possible, a TEACHER able to offer either MATHEMATICS or a SCIENCE or a combination of the two. This is a well-known 11-18 comprehensive school in attractive new buildings in pleasant residential surroundings. The post would offer an excellent opportunity for a newly qualified teacher to gain experience in a responsive and stimulating environment.
Application is by letter to the Headmaster at the school, quoting details of two referees, or by telephoning 01-650 8066 if further details are needed.

SHROPSHIRE
EDUCATION COMMITTEE
CHURCH STRETTON MODERN SCHOOL
Church Stretton, Shropshire
Scale 4 — DIRECTOR OF STUDIES (Wood-work)
Single School going comprehensive 1977.
Modern Workshops/ Art room.
Further details from Head (already advertised overleaf).

SUFFOLK
COUNTY COUNCIL
Required January, 1977, in the following schools in the Southern Area of Suffolk, Scale 3 ASSISTANT TEACHERS OF METAL-WORK, WOODWORK and TECHNICAL DRAWING for 11-16 Comprehensive Schools:
COPLESTON SECONDARY SCHOOL (Roll 1,450, 11-19 mixed)
Ipswich, IP4 2UD
HOLBROOK SECONDARY SCHOOL (Roll 1,000, 11-16 mixed)
Ipswich, IP9 2RW
Head, Miss J. Brogden.
EAST BERGHOLT MODERN SCHOOL
(Roll 501, 11-16 mixed)
Colchester, CO7 6TG
Head, J. Green.
HACHESTON SECONDARY SCHOOL
(Roll 1,382, 11-16 mixed)
Ipswich, IP3 9QG
Head, V. Brogden.
Forms obtainable from respective Head Teachers, stamped addressed envelope, please, to be returned as soon as possible.

Other than by Subject Classification

Heads of Department

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHAFFORD SCHOOL
Hall Lane, Hornchurch, RM12 6XD
(Roll 947) Co-educational 11-18 Comprehensive
Required immediately on permanent or temporary TEACHER with any CRAFT specialisation for combined Technical Department (which includes vehicle maintenance) with shop and project rooms in this rapidly growing school offering opportunities for professional advancement, situated on edge of Green Belt midway between London and Southend.
Apply by letter to Head Teacher.

HILLINGDON
(London Borough of)
RAINHAM SCHOOL
Barnhill Lane, Hayes, UB3 6ED
(Number on roll 1,058—7th in Sixth Form)
Headmaster: J. M. Jafford, B.Sc.
Required as soon as possible, a TEACHER of TECHNICAL STUDIES (Scale 1) to join a strong Department.
Application forms from and returnable to the Headmaster.
London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
SOUTHLEIGH SCHOOL
Southbourne Gardens, Ruislip HA4 7DW
(Number on roll 927—62 in Sixth Form)
Headmaster: J. L. Stibbs, M.A.
Required for January, 1977, if earlier if possible, a TEACHER of TECHNICAL SUBJECTS in particular WOODWORK and METALWORK up to C.S.E. level.
Application forms from and returnable to the Headmaster.
London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
Douglas
Required for January 1977, in this Senior Co-Educational High School of 1,450 pupils, one range 11-14 years:
TEACHER of WOODWORK and METALWORK, Scale 1. The teacher would form one of a team working in a purpose-built Creative Studies Complex. An interest in the teaching of Plastics and Technical Drawing would be an additional asset.
Forms of application and further details may be obtained from the Director of Education, Education Office, Douglas, Isle of Man.
Closing date: 1st October, 1976.

LONDON SE12 8AW
GOLDSMITHS' COMPANY'S GRAMMAR SCHOOL
Hilly Fields, New Cross, SE12 8AW
(Founded 1652. Independent)
1977 — 640 boys)
Trustees: The Worshipful Company of Goldsmiths
Required for January to assist in developing and teaching TECHNICAL SUBJECTS including GEOLOGY, and TECHNICAL DRAWING up to A. level. Games and Extra Curricular activities a recommendation.
Scale 3 post available to suitably qualified applicant.
Apply by letter to the Headmaster as soon as possible.
(Combined 'A' Appeal)

REDBRIDGE
(London Borough of)
Rate under SECONDARY TECHNICAL STUDIES SCALE 3 and above.

ESSEX
COUNTY COUNCIL
THE BRAMPTON SCHOOL
(Roll 1,430)
Sewells Lane, Witham
Tel: 0 Witham 5111
Required for January, 1977, in this genuine comprehensive establishing, 11-18, with an enlivening Sixth:
Scale 4, to be responsible for the Art Department.
The subject has successful examination record at G.C.E., 'O' and 'A' Level. A good personality is essential, also keen and enthusiastic teaching and the Department's standards.
SECOND IN GEOGRAPHY
Scale 2, with specific responsibility for a year group. Need subject to "A" Level; emphasis on Physical Geography; interest in Geology, fieldwork ventures.
ENGLISH
Scale 1, to join an important Department offering wide opportunities.
Application forms and further details from Headmaster, stamped addressed envelope, please.

ESSEX
COUNTY COUNCIL
THE GREEN HEDGES SCHOOL
Basildon
(Group 4(8))
Applications are invited for the HEADSHIP of this day school for E.S.N.(M) children from September, 1977.
Application forms and further details from Senior Area Education Officer, Shire Hall, Chelmsford (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

DEVON
HILLSIDE SCHOOL
(E.S.N.(M)—SECONDARY)
Bridford Road, Whipton, Exeter, Devon
Plymouth
Appointment of HEAD TEACHER (Group 7B)
Applications are invited from suitably qualified and experienced candidates for the post of Head Teacher from Scale 3, 1977.
Special Education is a rapidly developing field in which there is a considerable demand for teachers with special qualifications, experience and interests.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HULL
HYMERS COLLEGE
(H.M.C. School)
A TEACHER will be required in January, 1977, to teach in the Junior School (ring boys, aged 8-11), which department is temporary for two terms, but could lead to a permanent post.
Please write to the Headmaster giving details of qualifications and training and the names of two referees.

KINGSTON upon THAMES
(Royal Borough of)
HOLY CROSS R.C. GIRLS' SCHOOL
Sandal Road, New Malden
Surrey KT3 5AS
(460 girls)
Required as soon as possible, a TEACHER for ENGLISH and RE-LIGIOUS EDUCATION up to G.C.E. 'O' level.
London Allowance £207.
Assistance may be provided with removal expenses.
Application obtainable from the Headmistress to be returned to her.

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
Henley-on-Thames, Oxon RG9 1PS
(Roll, 1,160)
Required, as soon as possible, a TEACHER of RELIGIOUS/SOCIAL EDUCATION to join a progressive department with long-established successful courses to C.S.E. and G.C.E. 'O' levels. Salary according to qualifications and experience. Assistance with removal expenses.
Gillott's School is now fully comprehensive, taking pupils from 11 to 16 age range and feeds a sixth form tutorial establishment situated in 40 acres of mature parkland.
Application by letter (no forms), giving full curriculum vitae and names and addresses of two referees, should be made as soon as possible to the Headmaster, from whom further details are available, if a stamped addressed envelope, please.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. GEORGE'S OF ENGLAND HIGH SCHOOL
Fernhill Road, Bootle L20 6AQ
Required January, 1977:
ASSISTANT TEACHING, Scale 3, for Mathematics (Head in this first three years of this co-educational 11-16 Comprehensive School).
Application forms and further details available on receipt of stamped addressed envelope from the Head of the school.

TAMESIDE
METROPOLITAN BOROUGH
DENTON TWO TREES COUNTY SECONDARY SCHOOL
Two Trees Lane, Denton
Manchester M34 1QL
ASSISTANT TEACHER—MATHEMATICS
Required to teach subject across the whole ability range up to and including external examination level.
ASSISTANT TEACHER GIRLS' PHYSICAL EDUCATION
Required to teach in the Physical Education Department of this eight-form entry secondary school with fully equipped gymnasium, sports hall and good playing fields. Ability to offer interest in gymnastics and netball would be advantageous.
Forms of application and further details may be obtained from the Headmaster, to whom they should be returned as soon as possible.

Sixth Form and Tertiary Colleges

Headships

SANDWELL
Metropolitan Borough of
ROWLEY REGIS COLLEGE
Hawes Lane, Rowley Regis, Warley, West Midlands
Principal: Geoffrey Lardner, B.Sc., J.I.M.A.
VICE-PRINCIPAL required for January, 1977, in this developing open-access, co-educational Sixth Form College, which is expected by then, in 1976-77, around 400 students aged 16-19 plus 180 Fourth and Fifth Form students.
The College's activity ranges from the promotion of the present holder, to day release for people in or seeking a major role in all aspects of the College's continued development, but to be particularly concerned with curriculum management and advancement. Candidates should possess considerable experience in professional matters, in the context of Head of Group level.
Further details and application forms are available from and returnable to the Director of Education, Education Department, P.O. Box 41, Oldbury, Warley, West Midlands, B70 8RU.
Closing date: 1st October, 1976.

Special Education

Headships

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE GIRTON HOUSE SCHOOL
Huntingdon
(Group 4(8))
Applications are invited for the HEADSHIP of this day school for E.S.N.(M) children from September, 1977.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

DEVON
HILLSIDE SCHOOL
(E.S.N.(M)—SECONDARY)
Bridford Road, Whipton, Exeter, Devon
Plymouth
Appointment of HEAD TEACHER (Group 7B)
Applications are invited from suitably qualified and experienced candidates for the post of Head Teacher from Scale 3, 1977.
Special Education is a rapidly developing field in which there is a considerable demand for teachers with special qualifications, experience and interests.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HULL
HYMERS COLLEGE
(H.M.C. School)
A TEACHER will be required in January, 1977, to teach in the Junior School (ring boys, aged 8-11), which department is temporary for two terms, but could lead to a permanent post.
Please write to the Headmaster giving details of qualifications and training and the names of two referees.

KINGSTON upon THAMES
(Royal Borough of)
HOLY CROSS R.C. GIRLS' SCHOOL
Sandal Road, New Malden
Surrey KT3 5AS
(460 girls)
Required as soon as possible, a TEACHER for ENGLISH and RELIGIOUS EDUCATION up to G.C.E. 'O' level.
London Allowance £207.
Assistance may be provided with removal expenses.
Application obtainable from the Headmistress to be returned to her.

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
Henley-on-Thames, Oxon RG9 1PS
(Roll, 1,160)
Required, as soon as possible, a TEACHER of RELIGIOUS/SOCIAL EDUCATION to join a progressive department with long-established successful courses to C.S.E. and G.C.E. 'O' levels. Salary according to qualifications and experience. Assistance with removal expenses.
Gillott's School is now fully comprehensive, taking pupils from 11 to 16 age range and feeds a sixth form tutorial establishment situated in 40 acres of mature parkland.
Application by letter (no forms), giving full curriculum vitae and names and addresses of two referees, should be made as soon as possible to the Headmaster, from whom further details are available, if a stamped addressed envelope, please.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. GEORGE'S OF ENGLAND HIGH SCHOOL
Fernhill Road, Bootle L20 6AQ
Required January, 1977:
ASSISTANT TEACHING, Scale 3, for Mathematics (Head in this first three years of this co-educational 11-16 Comprehensive School).
Application forms and further details available on receipt of stamped addressed envelope from the Head of the school.

Scale 1 Posts

BROMLEY
(London Borough of)
Subject to certain conditions, removal and disturbance allowances and grants towards legal costs, etc., payable in teaching posts appointed from outside the Borough.
KELSEY PARK SCHOOL FOR BOYS
Kelsey Park Road, Beckenham
(London Area Allowance)
Required as soon as possible, a TEACHER able to offer either MATHEMATICS or a SCIENCE or a combination of the two. This is a well-known 11-18 comprehensive school in attractive new buildings in pleasant residential surroundings. The post would offer an excellent opportunity for a newly qualified teacher to gain experience in a responsive and stimulating environment.
Application is by letter to the Headmaster at the school, quoting details of two referees, or by telephoning 01-650 8066 if further details are needed.

Other than by Subject Classification

Heads of Department

HAMPSHIRE
MID HANTS AREA
HILL CHASE
COMPREHENSIVE SCHOOL
Romsey, Hampshire
Comprehensive Mixed 11 to 16
1,430 on roll

DIRECTOR of STUDIES
(Scale 4 Post) required from January, 1977. The person appointed will be expected to take a full part in the development of the Lothian Comprehensive School and will be a member of the senior management team. Duties could include responsibility for staff and pupil welfare arrangements, school transport arrangements and the timetable and construction of timetables.
Scale 4 teaching subject(s).
Please write to the Head giving full curriculum vitae and the names and addresses of two educational referees.
Assistance with removal expenses in approved cases.

SANDWELL
Metropolitan Borough of
WEATHERHEAD HIGH SCHOOL
Trinity Street, Cradley Heath
Warley, West Midlands
Required for January, 1977
HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 4)
The successful applicant will have overall responsibility for and co-ordination of Creative Arts (Art/Craft, Drama, Dance and Physical Education) throughout the school.
Application forms are available from and returnable to the Head Teacher at the school.

Scale 1 Posts

BROMLEY
(London Borough of)
Subject to certain conditions, removal and disturbance allowances and grants towards legal costs, etc., payable in teaching posts appointed from outside the Borough.
KELSEY PARK SCHOOL FOR BOYS
Kelsey Park Road, Beckenham
(London Area Allowance)
Required as soon as possible, a TEACHER able to offer either MATHEMATICS or a SCIENCE or a combination of the two. This is a well-known 11-18 comprehensive school in attractive new buildings in pleasant residential surroundings. The post would offer an excellent opportunity for a newly qualified teacher to gain experience in a responsive and stimulating environment.
Application is by letter to the Headmaster at the school, quoting details of two referees, or by telephoning 01-650 8066 if further details are needed.

Appointments in Scotland

BORDERS REGIONAL COUNCIL
SECONDARY SCHOOLS TEACHING POSTS

EARLSTON HIGH SCHOOL Roll 900 Telephone: Earlston 282 Headteacher: J. Nash		
GALASHIELS ACADEMY (Roll 1,350) Telephone: Galashiels 4788 Asst HAWICK HIGH SCHOOL (Roll 1,340) Telephone: Hawick 3420 Headteacher: MR. A. T. Neville		
PEEBLES HIGH SCHOOL (Roll 700) Telephone: Peebles 20291 Headteacher: J. Nash		
	BUSINESS STUDIES	

Applications are invited from suitably qualified and registered teachers for the above posts which will be available from January, 1977.
Applications forms and further particulars may be obtained from the Director of Education, Council Offices, Newtown St. Boswells TD6 0SA.
Completed forms should be returned to the Director of Education.

Sixth Form and Tertiary Colleges

Headships

SANDWELL
Metropolitan Borough of
ROWLEY REGIS COLLEGE
Hawes Lane, Rowley Regis, Warley, West Midlands
Principal: Geoffrey Lardner, B.Sc., J.I.M.A.
VICE-PRINCIPAL required for January, 1977, in this developing open-access, co-educational Sixth Form College, which is expected by then, in 1976-77, around 400 students aged 16-19 plus 180 Fourth and Fifth Form students.
The College's activity ranges from the promotion of the present holder, to day release for people in or seeking a major role in all aspects of the College's continued development, but to be particularly concerned with curriculum management and advancement. Candidates should possess considerable experience in professional matters, in the context of Head of Group level.
Further details and application forms are available from and returnable to the Director of Education, Education Department, P.O. Box 41, Oldbury, Warley, West Midlands, B70 8RU.
Closing date: 1st October, 1976.

Special Education

Headships

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE GIRTON HOUSE SCHOOL
Huntingdon
(Group 4(8))
Applications are invited for the HEADSHIP of this day school for E.S.N.(M) children from September, 1977.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

DEVON
HILLSIDE SCHOOL
(E.S.N.(M)—SECONDARY)
Bridford Road, Whipton, Exeter, Devon
Plymouth
Appointment of HEAD TEACHER (Group 7B)
Applications are invited from suitably qualified and experienced candidates for the post of Head Teacher from Scale 3, 1977.
Special Education is a rapidly developing field in which there is a considerable demand for teachers with special qualifications, experience and interests.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

BRENT
(London Borough of)
KINGSBURY HIGH SCHOOL
Princes Avenue, Kingsbury, NW9 9JR
Queen's Park, NW6 7QY
(Roll 1,200)
Required in January, 1977:
TEACHER of MATHEMATICS (Scale 2) to take overall responsibility for the teaching of Mathematics in the Sixth Form with special reference to the school's developing Mathematics Laboratory. The successful candidate would be expected to be suitably qualified and have previous experience in this area of education, and aware of the needs of children who are experiencing difficulties in mathematical handicaps is essential. The ability to contribute to the development of the pastoral care of pupils is also important.
Application forms and further particulars may be obtained from the Headmaster, to whom they should be returned within a fortnight of the appearance of this advertisement in the Education Officer, Civic Centre, Plymouth.

(new) GRANGEWOOD SCHOOL
Fore Street, Easteote, Pinner, Middlesex

HEADTEACHER

Applications are invited for the Headship of this new ESN(S) School to be opened in January, 1977 for 100 boys and girls aged 2-16 years.
Burnham Group 6(8).
This is a readvertisement; previous applicants will automatically be reconsidered.
Application forms and further particulars from the Director of Education, Belmont House, 36 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than October 1, 1976.
London Allowance Payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF HILLINGDON

DEVON
TORBAY DAY SPECIAL E.S.N.(M.) AND E.S.N.(S.) SCHOOL
DEPUTY HEAD (Group 6(8))
Applications should be qualified for work with handicapped children and should have considerable experience with E.S.N. pupils. The new junior school opens in January, 1977 with 120 pupils, aged 5 to 11, and will open with 5 to 16, aged 5 to 16, a developing unit and a special care unit. Staff in leading posts will be involved in community involvement with the schools.
Further details and application forms and further details from the Headmaster at the Torbay Special Day School, Lower Warberry Road, Torquay, Devon, TQ1 1RT.
Closing date: 9th October, 1976.

DERBYSHIRE
EDUCATION COMMITTEE
ST. CLARE'S SPECIAL SCHOOL
Blackwell Hall Lane
Blackwell, Derby
A DEPUTY HEAD TEACHER is required from January, 1977 at this E.S.N.(M.) School. Among the duties will be the supervision of the work of the E.S.N. (S.) Department.
Burnham Scale 3(6).
Applications forms and further details of appointment, giving full particulars of experience and qualifications, should be submitted to the Head Teacher within 14 days of the appearance of this advertisement unless otherwise stated.

DEVON
TORBAY DAY SPECIAL E.S.N.(M.) AND E.S.N.(S.) SCHOOL
DEPUTY HEAD (Group 6(8))
Applications should be qualified for work with handicapped children and should have considerable experience with E.S.N. pupils. The new junior school opens in January, 1977 with 120 pupils, aged 5 to 11, and will open with 5 to 16, aged 5 to 16, a developing unit and a special care unit. Staff in leading posts will be involved in community involvement with the schools.
Further details and application forms and further details from the Headmaster at the Torbay Special Day School, Lower Warberry Road, Torquay, Devon, TQ1 1RT.
Closing date: 9th October, 1976.

Deputy Headships
Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
HITCHMEAD MIXED DAY SCHOOL
Hitchmead Road, Biggleswade
SG18 0PZ
Telephone: Biggleswade 3764
Required for January, 1977, a DEPUTY HEAD TEACHER, Group 4(8).
Applications are invited from qualified and experienced teachers for the post of Deputy Head in this new school for maladjusted children in the 11-16 age range.
Application forms are obtainable from the Headmaster, together with details of the authority's scheme for assistance.

BRENT
(London Borough of)
KINGSBURY DAY SPECIAL SCHOOL
Princes Avenue, NW9 9JR
Ashley Gardens, Wembley HA9 8NP
(Roll 110)
Required from January, 1977:
DEPUTY HEAD TEACHER (Group 5/6) to take charge of the Secondary Department, which caters for E.S.N.(M) children in the 11-16 age range.
Applications are invited from suitably qualified Teachers for the post.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE GIRTON HOUSE SCHOOL
Huntingdon
(Group 4(8))
Applications are invited for the HEADSHIP of this day school for E.S.N.(M) children from September, 1977.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

DEVON
TORBAY DAY SPECIAL E.S.N.(M.) AND E.S.N.(S.) SCHOOL
DEPUTY HEAD (Group 6(8))
Applications should be qualified for work with handicapped children and should have considerable experience with E.S.N. pupils. The new junior school opens in January, 1977 with 120 pupils, aged 5 to 11, and will open with 5 to 16, aged 5 to 16, a developing unit and a special care unit. Staff in leading posts will be involved in community involvement with the schools.
Further details and application forms and further details from the Headmaster at the Torbay Special Day School, Lower Warberry Road, Torquay, Devon, TQ1 1RT.
Closing date: 9th October, 1976.

DERBYSHIRE
EDUCATION COMMITTEE
Redistributement
TEACHER OF THE DEAF
Applications are invited for the post of redistributed MOBILE TEACHER of the DEAF.
Duties will be mainly peripatetic but work in partially hearing units may be required from time to time. Car owner essential. Salary: Burnham Scale 2 plus Special Schools allowance.
Application forms and further particulars from the Deputy Education Officer, Mallock, Derbyshire. Closing date 1 October, 1976.

DEVON
COUNTY COUNCIL
E.S.N. (M) SCHOOL
Wiley Lane, Crownhill, Plymouth
TEACHING, Scale 3 (6), required for January, 1977, to take charge of 15 infants and six boys aged 8-11 with difficulties, including autistic children. Previous experience of normal and of E.S.N. infants is essential. Interest in Social Education an advantage. The school is purpose built with accommodation for 230 primary, mixed and senior pupils and can offer a variety of experience.
Application forms and details (stamped addressed envelope) from Headmistress, Mrs. D. Wyatt, at the school, returnable to him as soon as possible.

DEVON
TORBAY DAY SPECIAL E.S.N.(M) AND E.S.N.(S) SCHOOL
Applications are invited from suitably qualified and experienced teachers for the above appointment in January, 1977 with 120 places with the following units —
(a) E.S.N.(M) seven to 16.
(b) E.S.N.(S) seven to 16.
(c) Nursery, Infants Assessment, and
(d) Special Care.
Applications are invited from experienced TEACHERS to join a team working with E.S.N. (M) and (S) pupils for Scale 2 posts in each of the above units.
Further details and application forms (stamped addressed envelope) from the Headmaster, 1a Lawrence Road, Torquay. Closing date 27th September, 1976.

GLOUCESTERSHIRE
CAMBRIDGE AREA
CATHERAL SCHOOL (MEDICAL SERVICE)
HIGHLANDS HOUSE IN-PATIENT UNIT
Huntingdon Road, Cambridge
Applications are invited from experienced TEACHERS to serve as a member of a multi-disciplinary assessment team based in Highlands House. The person appointed will be responsible for the education of a small group of disturbed children in the age range at the Unit, but he or she will be required to participate in the assessment and treatment programme as well as be required to advise and supervise and help with the Unit's Psychological service and Department of Child and Family Psychiatry. Scale 2 post. Burnham Salary Scale 2 plus Special Schools allowance.
Further details and application forms may be obtained from the Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope, please) returnable by 27th September, 1976.

DERBYSHIRE
EDUCATION COMMITTEE
Redistributement
TEACHER OF THE DEAF
Applications are invited for the post of redistributed MOBILE TEACHER of the DEAF.
Duties will be mainly peripatetic but work in partially hearing units may be required from time to time. Car owner essential. Salary: Burnham Scale 2 plus Special Schools allowance.
Application forms and further particulars from the Deputy Education Officer, Mallock, Derbyshire. Closing date 1 October, 1976.

DEVON
COUNTY COUNCIL
EDUCATION DEPARTMENT
E.S.N. (M) SCHOOL
Wiley Lane, Crownhill, Plymouth
TEACHING, Scale 3 (6), required for January, 1977, to take charge of 15 infants and six boys aged 8-11 with difficulties, including autistic children. Previous experience of normal and of E.S.N. infants is essential. Interest in Social Education an advantage. The school is purpose built with accommodation for 230 primary, mixed and senior pupils and can offer a variety of experience.
Application forms and details (stamped addressed envelope) from Headmistress, Mrs. D. Wyatt, at the school, returnable to him as soon as possible.

DEVON
TORBAY DAY SPECIAL E.S.N.(M) AND E.S.N.(S) SCHOOL
Applications are invited from suitably qualified and experienced teachers for the above appointment in January, 1977 with 120 places with the following units —
(a) E.S.N.(M) seven to 16.
(b) E.S.N.(S) seven to 16.
(c) Nursery, Infants Assessment, and
(d) Special Care.
Applications are invited from experienced TEACHERS to join a team working with E.S.N. (M) and (S) pupils for Scale 2 posts in each of the above units.
Further details and application forms (stamped addressed envelope) from the Headmaster, 1a Lawrence Road, Torquay. Closing date 27th September, 1976.

DORSET
COUNTY COUNCIL
Required for January, 1977, a TEACHER of CHEMISTRY, Scale 3, to take charge of the Chemistry Department at this 11-18 Comprehensive School of 1,000 pupils. Applicants should have a sound knowledge of Chemistry to 'A' level and be able to teach Physics to 'O' level. Experience in Science Laboratory Technique is desirable.
Application forms and further details from the Headmaster, Mr. J. Hall, Bridport Road, Dorchester.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WOODHOVE SCHOOL
Pryor Circle, Letchworth
Telephone: Letchworth 76764
Required for January, 1977, a DEPUTY HEAD TEACHER, Group 4(8).
Applications are invited from qualified and experienced teachers for the post of Deputy Head in this new Day Special School for maladjusted children.
Application forms are obtainable from the Headmaster, together with details of the authority's scheme for assistance.

BRENT
(London Borough of)
KINGSBURY DAY SPECIAL SCHOOL
Princes Avenue, Wembley HA9 8NP
(Roll 110)
Required from January, 1977:
DEPUTY HEAD TEACHER to take charge of the Secondary Department, which caters for E.S.N.(M) children in the 11-16 age range.
Applications are invited from suitably qualified Teachers for the post.
Application forms and further details available from Senior Area Education Officer, Shire Hall, Cambridge (SAE) DAP (stamped addressed envelope please) returnable by 27th September, 1976.

HERTFORDSHIRE
INNER LONDON EDUCATION AUTHORITY
SHAFTESBURY HOUSE SCHOOL
Hatfield
Established autumn, 1975
Group 4(8)

Deputy Head	Vacant
Assistant Teacher	Vacant
Assistant Teacher	Vacant
Assistant Teacher

SPECIAL EDUCATION
Scale 1 Posts
continued

BUCKINGHAMSHIRE
WYCOMBE DIVISION
HIGH WYCOMBE SCHOOL
Green Road, High Wycombe
Headmistress: Miss E. Jones
Required from January, 1977, one ASSISTANT TEACHER at Scale (top Scale) school for physically handicapped children aged two to 12. Applicants should be experienced teachers with a sympathetic approach to this challenging work. The ability to work as a member of a multi-disciplinary team is essential.
Removal expenses up to £150 and lunching allowance pending removal are payable in approved cases.
Application forms available from Divisional Education Officer, Thame House, Castle Street, High Wycombe, Buckinghamshire (stamped addressed envelope, please).

CUMBRIA
EDUCATION COMMITTEE
GEORGE HASLEWOOD SPECIAL SCHOOL (E.S.N.)
Arrow
(9-16 plus; 37 mixed)
Required for January, 1977, a suitably qualified and experienced TEACHER (Scale 1 plus special schools allowance).
Application forms available from the Director of Education, South Division, John Whitehead Institute, Abbey Road, Barrow in Furness, to whom they should be returned by the 30th Sept., 1976.

DEVON
HIGHLANDS SPECIAL SCHOOL E.S.N. (M)
Wider Lane, Crownhill, Plymouth
TEACHER required for January, 1977, to take charge of boys and girls with learning problems and associated difficulties. Warm and sympathetic interest in social development and welfare of children is essential; experience of similar work, as well as a recognised post plus Special Schools Allowance, is desirable. Scale 2 plus allowance with accommodation for £40 per month (net) at £11 and other charges.
Application forms and details (stamped addressed envelope) from Headteacher, Mrs. J. Hunt, at the school, returnable to him as soon as possible.

DEVON
TORBAY DAY SPECIAL
E.S.N.(M) and E.S.N.(S)
SCHOOLS
Chalkers Drive, Torrington
Applications are invited for Scale 1 posts at this new open plan school opening in January, 1977. Appointments will be made to specialist E.S.N.(M) and E.S.N.(S) classes but applicants should be prepared to work with either group.
Details and application forms (stamped addressed envelope, foolscap, returnable by 1st October, 1976, available from the Headmaster.

DEVON
WEST OF ENGLAND SCHOOL FOR THE DEAF, PLYMOUTH
Topsham Road, Countess Wear, Exeter
Required January 1st, TEACHER to take charge of PRE-LINGUAL and PHONIC of Secondary level to E.S.N. Small classes. Qualified teacher experienced in teaching the Visible Language method preferred but not essential.
Burnham Scale 1 plus Special Schools Allowance.
No forms.
For further details apply Headteacher (stamped addressed envelope).

DEVON
EXETER SOUTHBROOK DAY SPECIAL E.S.N. (M) SCHOOL
Unit: 17+
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for PHYSICAL and GENERAL EDUCATION Department. An interest in games and outdoor pursuits is an advantage. Suitability of Scale 2/3 for suitable candidate.
Scale 1 post
The successful applicant will be expected to take up the appointment in January, 1977.
Application forms (stamped envelope) from Headteacher, Southbrook School, Summerland Road, Exeter, returnable by 1st October, 1976.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
THE DOWN SCHOOL E.S.N.(M) Portslade
Required January, TEACHER for 15-16 year old co-educational group, with responsibility for teaching HARD SUBJECTS excluding Physical Education and Games, and for school leavers course including careers guidance. The school caters for children from 5-16 years and has a pleasant village setting.
Application forms from Area Education Officer, Wellington Street, Hove, Sussex, to whom completed forms should be returned.

HAMPSHIRE
NORTH WEST AREA
BASINGSTOKE UNIT FOR MALADJUSTED CHILDREN
ASSISTANT TEACHER Scale 1 + Special Schools Allowance.
Applications are invited from experienced TEACHERS for this post. The unit, pursues both remedial and nursing connection, shares a common site with a day special school on Brighton Hill and is situated in a pleasant residential area. Required for up to 25 maladjusted children of primary age.
Application forms are obtainable from the Area Education Officer, Area Office, Wessex House, 41 Wote Street, Basingstoke. Please send stamped addressed envelope for return. Applications by 30th September, 1976. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WOOLGROVE SCHOOL
(Group 4 (M))
River Way, Lodsworth
(Tel.: Lachworth 76751)
ASSISTANT TEACHER, Scale 1, required for January, for this new primary day school for E.S.N. children. Duties to be in charge of a group of infants in a self-contained unit. Previous experience desirable but not essential. Training gained in special education.
Share, scale 1 plus allowance. Special Schools Allowance payable.
Application forms and further details available from the Deputy Head, to whom completed forms should be returned by 8th October, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
CLIFFERTHAM SCHOOL
Priory Road, Kingston upon Hull
Head: L. Cannell
Required for January, a Specialist TEACHER to take charge of GIRLS' PHYSICAL EDUCATION throughout the school and also aim to teach reading to a mixed group of about 12 pupils aged 14-15 years.
G.C.E. A.S.A. and A.A.A. awards schemes are used and the willingness to consider some extra-curricular studies will be looked for.
This is an all-aged mixed school for 160 E.S.N.(M) children. Scale 1 plus £351 Special School Allowance.
Application forms, available from the Head, should be returned by 30th September, 1976.

KENT
CALDICOTT COMMUNITY
Unexpected vacancy in primary School due to unit being increased. Realistic or non-resident. Special School Allowance. Good prospects for Special School experience essential.
Write for details to The Secretary, Caldicott Community, Frankham by Hatch, Ashford, Kent.

KIRKLEES
METROPOLITAN COUNCIL
ROYD INGE RESIDENTIAL SPECIAL SCHOOL
Holmfirth Road, Hollhge, Huddersfield HD7 1QH
Required for January, 1977, TEACHER, Scale 1, for group of girls aged 13-15 years. Special Schools Allowance of £351 payable. Duties to be for 35 hours per week. Extensive flexible recording women's weekend work; some sleeping-in duty will be required.
Application forms (stamped addressed envelope, please) from the Director of Social Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned as soon as possible.

LIVERPOOL
SANDFIELD PARK SCHOOL
Sandfield Walk, Liverpool
Lis 1LH
Required, ASSISTANT TEACHER, Scale 1, as soon as possible, to take charge of group of mixed-ability children, some with communication difficulties and problems, with severely experience desirable.
Forms, giving further particulars obtainable from the Headmistress, Miss Thomas Green, Liverpool 17 (Tel. 0151-727 1971), or from the Principal at the above school between 9 a.m. and 3 p.m. on any weekday. Previous applicants will not be considered.

LIVERPOOL
ROYAL LIVERPOOL
CHILDREN'S HOSPITAL SCHOOL
Mount Pleasant, Liverpool
Applications are invited from qualified and suitably experienced TEACHERS for the post of TEACHER in charge (Scale 1) of the Hospital School (Paediatric Hospital). Salary in accordance with Burnham recommendations.
Application forms and further details available from the Correspondent, Royal Liverpool Children's Hospital School, Telegraph Road, Heswall, Wirral, Merseyside (Tel.: 051-342 6291).

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY HEADLEY SCHOOL
Cottingham Road, Corby
Required for January, 1977, an experienced TEACHER with qualifications in teaching MATHEMATICS.
Pupils is an all-age day E.S.N. (M) School and Special Schools Allowance is paid.
Rented accommodation available in Corby.
Application form and further particulars from Head teacher (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:
ASPLEY WOOD SPECIAL SCHOOL
Strelley Road, Aspley, Nottingham
Headmistress: Mrs. M. E. Statham (tel.: 92)
For January, TEACHER (Scale 1 plus Special Schools Allowance) for PREMITAL CLASS and Senior and Junior age group.
Application forms to the Headmistress as soon as possible.

OXFORDSHIRE
BESSELS LEIGH SCHOOL
Near Abingdon
Required for January 1977, RESIDENT ASSISTANT TEACHER at this Special School for E.S.N. maladjusted boys, situated 5 miles south of Oxford.
Accommodation in two-bedroomed self-contained flat in a new block. The school is well equipped and has 25 acres of grounds.
Salary Burnham Scale for Special Schools with usual emoluments for residential duties.
Application forms from the Principal, [illegible] Oxford, to whom completed forms should be returned by 1st October, 1976.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC RESIDENTIAL TEACHER(S)
(Builth Wells Area)
Required for 1st January, 1977, one suitably qualified person to undertake remedial teaching of children in the above area. The successful applicant will work closely with the Educational Psychologist and will be required to live with small groups of children in a hostel environment. Applicants must be experienced teachers with appropriate qualifications and preferably some experience of remedial teaching.
Application forms and further particulars obtainable from the Director of Education, County Hall, Llandrindod Wells, Powys, LD1 5LG, to whom completed forms should be returned by 8th October, 1976.

SURREY
PEPPER HARROW
Godalming
MEMBERS OF STAFF
Vacancies exist for Members of Staff in this community for 24 adolescents with emotional difficulties of average to superior intelligence.
If you can answer, "Yes" to at least three of the questions below then it would be worth your while sending for details and an application form.
(1) Do you have a degree (or teaching equivalent) and/or Sociological qualification?
(2) Have you had any experience with difficult disturbed children?
(3) Would you be willing to work a longer and more strenuous day than normal?
(4) Could you extend your professional activity to a variety of informal and formal situations?
(5) Would you be interested and willing to participate in group discussions and decision making?
(6) Are you able to work in a stressful atmosphere and yet relax when you are away from it?
Excellent accommodation for single staff or those with families. Holidays are eight weeks per year.
Salary according to professional Burnham Agreements for Scale 3 or 4.
Some applicants will be invited to attend a day at Pepper Harrow, involved in discussions and in other group activities, before shortlisting.
Please apply to the Director at Pepper Harrow for application forms. Closing date for receipt of completed application forms is 11th October, 1976. Interviews, applicants need not reapply.)

SURREY
Fringe Area London Allowance £180 per annum throughout the County.
Glenorgus relocation expenses in approved cases.

LINDEN BRIDGE SCHOOL
Grafton Road, Worcester Park
ASSISTANT TEACHERS required at this new purpose-built school for some 90 severely educationally subnormal children, up to 25 of whom will be boarders. Scale 2 plus Special Schools Addition.
The Headmistress would welcome informal telephone inquiries (Tel. 01-337 2564).
Application forms and further details available from the County Education Officer, County Hall, Kingston, Thames KT1 2DU. (Reference: HC/HCA.)

WEST HILL SCHOOL
Kingston Road, Leatherhead
ASSISTANT TEACHER required for January, 1977, in the Physically Handicapped (PH) school. Candidates should be junior trained and experienced, able to offer GENERAL SUBJECTS including any of the following: MUSIC, PHYSICAL EDUCATION, CARPENTRY. (ST 19/76)
Salary Scale 1 plus Special Schools Addition.
Further details and application forms available from the Headmaster. Telephone: Leatherhead 72200.

SUSSEX
ST. JOHN'S RESIDENTIAL SCHOOL
Walpole Road, Brighton BN2 3AF
Non-maintained special school for 60 children—junior school age.
Required for January, 1977, qualified ASSISTANT TEACHER for younger age group.
Candidates must be prepared to work with colleagues as a team and have a flexible and imaginative approach and pre-summer activities.
Salary, Burnham Scale, plus Special Schools Allowance. Difference-payment for day staff. Scale 2 for non-residents. Alternatively, a pleasant small flat rent free on grounds is offered free of rent and rates plus cash payment of £1,000. Very good working conditions.
Applications and further details from the Headmaster.

Independent Schools

Headships

COVENTRY
COVENTRY SCHOOL
In September 1977, Bablake School for Girls and Coventry School will be merged under the title of Coventry School, under the general supervision of the Governing Body of Bablake School. Initially at least, the two schools will occupy their present sites, with facilities on their present sites for the sixth form. Applications are invited for the Headship of the Bablake Division, as Vice-Principal. Applications are also invited for the Headship of the Principal of the Bablake Division, on the new site, to succeed Headmistress of Bablake who is retiring at the end of the school year. It is proposed to have the new Vice-Principal in post by no later than April, 1977.
In September 1976, numbers at Bablake will be approximately 640, and 540 in the Sixth Form, and the first two years of the school at the new site will contain approximately 600 pupils each. Bablake is a Direct Grant Grammar School and a Voluntary Controlled School. Coventry School is a Voluntary Aided Comprehensive School. Both schools have sixth forms. Further particulars, and forms of application, with full particulars of the duties and responsibilities of the posts, should be submitted (in duplicate).

Deputy Headships
Senior Masters/Mistresses

SUFFOLK
KESGRAVE HALL SCHOOL
Near Ipswich
Applications are invited from suitably qualified TEACHERS for the post of resident Deputy Head, to take charge of the Junior School, for September, 1977. Applicants must be graduates, and should be interested in the pastoral care of children between the ages of 7 and 13 years.
Further particulars and application forms may be obtained from the Headmaster, Mr. Peter Hall, to whom completed forms should be returned by 8th October, 1976.

BARKINGSIDE, ILFORD, ESSEX
SENIOR MANAGEMENT POST
Applications are invited from experienced and qualified Teachers or Social Workers. The person appointed will be responsible for three special schools caring for ESN/Maladjusted and Physically Handicapped children.
Salary on Scale SO1/PO1 (Point 7), plus London Weighting plus Cost of Living Supplement. Relocation expenses, housing may be available.
Barnardo's is a Christian based Society and offers conditions of service in line with Local Authorities. Essential car user allowance. Transferable pension. Further details of this additional key post in the Senior Management Team of Barnardo's London Division available from Eric Ingram, Divisional Children's Officer, Tanners Lane, Barkingside, Ilford, Essex. Tel. 01-551 0011.
Closing date September 30, 1976.
Barnardo's

WARWICK SCHOOL
(Independent H.M.C. 670 boys including 200 in Junior Department and 110 boarders)
The Governors invite application for the appointment of
HEAD
on the retirement of Mr. P. W. Martin, T.D., M.A., J.P., at present President of the Headmasters' Association.
The appointment will be from September 1, 1977. Salary will be Burnham Group 12 plus the Warwick School allowance, plus a Head's allowance, plus residential emoluments.
Application form and further particulars can be obtained from the Foundation Secretary, 1 New Street, Warwick.

INDEPENDENT
continued

Geography

CHANNEL ISLANDS
MORESTON'S COLLEGE
Jersey
Co-educational Boarding School
TEACHER required immediately to take charge of GEOGRAPHY to 'O' level and subsidiary HISTORY.
Burnham Scale and Allowance.
Apply in writing, giving curriculum vitae and names of referees, to Headmaster.

KENT
HASTON SCHOOL FOR GIRLS
Hayes, Bromley
GRADUATE required in January for GEOGRAPHY to 'O' and 'A' levels. Part-time considered. Burnham Scale and Government Superannuation.
Apply Headmistress with copies of two testimonials.

SURREY
EDEN SCHOOL
(General Learning Company Limited)
Caterham, Surrey CR3 5EG
Telephone: Caterham 42121
Girls' Public Independent Day School
900 Girls
Required for January 1977, GRADUATE to teach GEOGRAPHY to 'O' and 'A' level.
Burnham Scale, Government Superannuation.
Applications with full details in writing, including names of two persons to whom reference may be made, should be sent to the Headmistress.

Classics

BRISTOL
COLSTON'S SCHOOL
1250 boys
Required for January, 1977 —
A TEACHER to take charge of LATIN throughout the Senior School and to run Classical Sixth.
Burnham Scale according to qualifications and experience. Special Allowance of £351 per annum.
Applications, with full curriculum vitae and names of two referees, to the Headmaster, Clarence Place, Stapleton, Bristol, BS5 6RJ, from whom further particulars may be obtained.

Domestic Subjects

LONDON, W.8
Hamilton COOKERY TEACHER required for private Cookery Courses. Attractive, interesting syllabus including Continental cuisine. Very pleasant London salary scale. Experience and knowledge of literature essential.
Telephone Elizabeth Pomeroy School of Cookery 01-937 4227.

SUSSEX
ANCASTER HOUSE SCHOOL
Saxilli-on-Sea
Required for the Autumn Term, 1976, or as soon as possible, a qualified TEACHER of DOMESTIC SCIENCE to teach Cookery and Needlework to Ordinary and possibly Advanced levels. A willingness to be resident is essential.
Apply with references to the Headmistress.

Economics

Heads of Department

LONDON, S.E.12
COLFE'S GRAMMAR SCHOOL
Horn Park Lane, London, SE12 8AW
Founded 1653. Independent 16th Century
Trustees: The Worshipful Company of Leathersellers
HEAD OF ECONOMICS
required for January, 1977, to succeed Mr. Cullen, who is retiring.
Burnham Scale plus London Allowance. Good deal of work for 'A' level. Some responsibility plus Graduate Allowance. Ability to help with Economics plus Geography or Sociology to high level essential. Willingness to take part in other activities a necessity.
Apply by letter to the Headmaster: C. F. K. Ashden, M.A. (Oxon), before September 30th.
Subject to appeal.

Other Assistants

LONDON, N.W.7
MANOR HOUSE SCHOOL
Required for January, 1977, TEACHER to take charge of ENGLISH throughout the school and to help with Games. Holidays are eight weeks per year.
Salary according to professional Burnham Agreements for Scale 3 or 4.
Some applicants will be invited to attend a day at Manor House, involved in discussions and in other group activities, before shortlisting.
Please apply to the Director at Pepper Harrow for application forms. Closing date for receipt of completed application forms is 11th October, 1976. Interviews, applicants need not reapply.)

English

CROYDON
OLD PALACE SCHOOL
(Girls' Public Day School Trust)
Required for January or earlier, TEACHER to take charge of ENGLISH to 'O' and 'A' and Sixth Entrance level. This post is vacant because of the retirement of the present incumbent of Special Merit. The Department is closely linked with the Economics and Politics Department, and the capacity to teach 'A' Economics to Scholarship level to be a recommendation.
Application to the Headmaster, Mary Cruickshank School, Bury, Lancs. BL9 0RN. (An advertisement).

Other Assistants

LONDON NW11
Part-time TEACHER for small private school. Qualified graduate required to teach 'A' level mathematics. Small classes. Please telephone 458, 1487, 10 a.m.-2 p.m.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon
TEACHER required for January (or September) 1977 to teach History to 'O' level and to help with Oxbridge Scholarship level. Applicants should be well qualified to take a major share of the most advanced work; an interest in the period 1815-1917 European History is desirable. An interest in games, e.g. Games rackets, cricket, rowing would be an advantage.
The school has its own estate of 300 acres on the Surrey Downs. Accommodation is available, and there is a Staff Loan Scheme to help with purchase.
Applications, with curriculum vitae and names of two referees, to the Headmaster, King's College School, Wimbledon SW19 4TT.

OXFORD
MAGDALEN COLLEGE SCHOOL
(H.M.C. Direct Grant becoming Independent, Oct. 1976)
Required preferably in January, otherwise September, 1977 —
GRADUATE or graduates to teach throughout the school including share of Sixth Form. Ability to help with major games of school, especially Rugby, Hockey or Cricket, an advantage. Burnham Scale plus Further particulars may be had from Magdalen College School, Oxford, OX1 4DZ. Applications should include names and addresses of two referees.

Mathematics

Heads of Department

LONDON
HEATH HAMSTEAD HIGH SCHOOL (JUNIOR GIRLS)
Winnington Road, N.2
Required for January, 1977, GRADUATE to take charge of DEPARTMENT and to teach ENGLISH and MATHEMATICS to 'O' and 'A' levels.
Burnham Scale, Government Superannuation.
Application forms for single person's accommodation available.
Requisite Salary Scale.
Particulars and form of application from the Headmistress, Russell School, Bookcourt, Lancashire FY7 8JW (Tel: Fleetwood 5849).

LOMOND SCHOOL, HELENSBURGH DUNBARTONSHIRE
The Governors, of this new independent, co-educational, day and boarding school invite applications from suitably qualified persons for posts of responsibility as
Head of Senior School
(Ages 14 upwards)
AND
Head of Middle School
(Ages 5-13)
One of these posts will be combined with the position for extra responsibility as DEPUTY PRINCIPAL.
Lomond School will open formally in September, 1977, emerging well-established Helensburgh Schools, one an all-through girls' school and the other a boys' preparatory school.
This new school is planned to have an initial roll of 550, and after consolidation of merger the Governors and Principal will proceed without delay to post O level expansion of a distinctive kind, with its own supplementary intake.
Further particulars may be obtained from the Principal-elect: David S. C. Arthur, M.A., Homebank, Fountain Road, Bridge of Allan, Stirlingshire, FK9 4AT. Closing date for applications will be 6th October, 1976.

Other Assistants

BEDFORD
BEDFORD MODERN SCHOOL
(H.M.C. G.P. Ind., 850 boys)
Required for September, 1977, HONOURS GRADUATE to teach MATHEMATICS throughout the school, with share of Sixth Form work. Salary and qualifications according to experience.
Applications, quoting two referees, to the Headmaster, from whom further details may be obtained.

LONDON, N.6
CHANNING SCHOOL
Independent Day School for Girls, Highgate
January, 1977. Part-time teaching in MATHEMATICS.
GRADUATE or graduate MATHEMATICIAN to take some divisions of pre-Ordinary level stages and to share Advanced level work in Sixth Form. London residency level. Syllabus 'B' and Advanced level Pure Mathematics. Availability Monday to Thursday necessary but not essential. Fee paid is at present 10 periods.
Apply to Burnham Scale with London Allowance (General Purposes Committee) negotiable.
Apply in writing giving full particulars and names of two referees to the Headmistress, Channing School, Highgate, London N6.

SUSSEX
WORTH SCHOOL
Worth, Crawley, Sussex
Has a vacancy in January, 1977, for a graduate to teach Oxbridge Scholarship work, in the Sixth Form and to help across the extra-curricular activities. Burnham, plus School accommodation provided.
Apply with testimonials to Headmaster.

Modern Languages

BERKSHIRE
BRAMFIELD COLLTGE
A GRADUATE is required for the September 1977 term to teach FRENCH up to 'A' level and German up to 'O' level, with a view to taking over the German in due course.
Salary above Burnham and with London Allowance. Government Superannuation.
Willingness to assist with games will be a recommendation. There is a possibility of single accommodation.
Apply to the Headmaster, giving full personal details and naming two referees.

LANCASHIRE
HOLT GRAMMAR SCHOOL—
(H.M.C. 700 Boys. Direct Grant)
Required in January, HEAD OF HISTORY. The salary will be Burnham Scale 3 or 4, both of which carry prizes owing to the promotion of the present incumbent of Special Merit. The Department is closely linked with the Economics and Politics Department, and the capacity to teach 'A' Economics to Scholarship level to be a recommendation.
Applications to the Headmaster, Bury Grammar School, Bury, Lancs. BL9 0RN. (An advertisement).

LONDON, N.16
CLAVERTON HOUSE SCHOOLS
(E.S.N. Girls)
Rectory Road, Stamford Hill
London N16 6RE
Independent girls' senior school requires immediately, or January, 1977, qualified GRADUATE TEACHER to undertake responsibility for entire department.

SUFFOLK
ST. FELIX
(Girls' Public Day School)
GRADUATE required to teach FRENCH up to 'A' level beginning January 1977. Scale 2.
Apply with testimonials to the Headmistress.

SURREY
ROYAL NAVAL SCHOOL
Hindhead GU27 1HQ
(400 girls)
Required for January, 1977, GRADUATE to teach FRENCH throughout the School to 'O' and 'A' levels. Burnham Scale 1. Non-resident post.
Apply with curriculum vitae, names and addresses of two referees to the Headmistress.

Music

DEVON
KELVIN COLLEGE
An independent boarding school for mentally handicapped boys, age group 13 to 17 plus
Required, TEACHER to teach MUSIC (choral work) must be a musician. Also to be House Master, which entails looking after boys' needs outside timetable lessons.
Two board and accommodation for single men during term time. Newlish College is recognised by the Department of Education and Science. Teachers are paid the appropriate Burnham Scale and are in the Superannuation Scheme. Autumn term commences 6th September, 1976.
Please apply, in writing, giving names of referees, to Principal, Bawdish College, Kenton, Exeter, Devon.

LANCASHIRE
HOSSALL SCHOOL
(H.M.C. Independent: 490 Boarders, 60 day-boys)
Applications are invited for the post of ASSISTANT DIRECTOR OF MUSIC for January, 1977. Candidates should be musicians and should be prepared to lead a wide variety of musical activities under the director.
Resident post for single person: married accommodation available. Requisite Salary Scale.
Particulars and form of application from the Headmaster, Hossall School, Poulton-le-Fylde, Lancashire FY7 8JW (Tel: Fleetwood 5849).

Pastoral

HERTFORD
CHRIST'S HOSPITAL
New teaching HOUSEMISTRESS required for boarding house of 50 girls aged 13-18. No catering or laundry. Date of self contained flat.
Please apply with names and addresses of two referees to The Headmistress.

Physical Education

KENT
DOVER COLLEGE
(H.M.C., Co-educational: 320 boys, 76 girls)
Required in January 1977, for two terms covering a two-thing DIPLOMA-GRADUATE (M/W/S) to be responsible for the organisation of Hockey, Netball and Tennis.
Possibility of a permanent appointment from September 1977 or a woman qualified to teach Physics and Chemistry.
Apply in writing as soon as possible, with full personal and career details and the names and addresses of two referees, to the Headmaster, Dover College, Dover, Kent, CT17 9RH.

Religious Education

KENT
KING'S SCHOOL
Canterbury
(H.M.C. Boarding and Day 510 boys in Senior School)
A CHAPLAIN will be required in January, 1977, to the school whose close links with the Cathedral, and the Canada Block community, centre the planning and conduct of services and pastoral work, and are crucial in the religious education throughout the school.
Further details may be obtained from the Headmaster, to whom applications together with the names of two referees should be sent by Monday, 27th September, 1976.

Science

Heads of Department

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove
Required in January, 1977 —
HEAD OF PHYSICS DEPARTMENT to organise and teach Physics throughout the school to Advanced and Scholarship levels. The school has well-equipped laboratories and there is a Physics laboratory assistant. Salary Burnham Scale according to qualifications and experience, with Inner London Allowance.
Apply in writing to the Head Mistress, giving full particulars, names of two references and names of two referees.

PERTHSHIRE
BERTRAM SCHOOL
Perth, PH2 7EG (400 girls)
HEAD OF PHYSICS required September, 1977, or possibly earlier, to lead department teaching to 'A' level. The successful person must be experienced, enthusiastic and practical, willing to take full part in the extra-curricular activities of a country boarding school.
Staff house available.
Apply with curriculum vitae and 2 referees to Headmistress, Bramech School, Perthshire PH17 2QG.

Other Assistants

BOURNEMOUTH
UNIVERSITY OF MILTON MOUNT
Day and Boarding School for 300 girls
Required in January CHEMISTRY GRADUATE with good teaching experience to assist HEAD of SCIENCE DEPARTMENT.
Applications, together with names and addresses of two referees to the Headmistress.

COVENTRY
KING HENRY VIII SCHOOL
Coventry RG6 3AS
(H.M.C. Boys' Co-educational in first and second years)
Required in January, in this Direct Grant school now becoming independent, GRADUATE TEACHER of PHYSICS. The person appointed will be expected to take practical and teach at all levels, including the Sixth Form. The post would be suitable for a first appointment or for an experienced teacher seeking advancement. An energetic colleague is sought. Applicants should be prepared to take an active part in extra-curricular scientific activities. An interest in chemistry or radio is desirable but not essential.
Salary Scale (Burnham plus School Allowance) according to qualifications and experience.
Apply by letter to the Headmaster with full curriculum vitae and names and addresses of referees.

LANCASHIRE
BOLTON SCHOOL
(H.M.C., Girls' boys)
PHYSICS SPECIALIST TEACHER required for January 1977 to teach throughout the school from the age of 11 with a share of the Sixth Form work. The successful is a large and successful one with a steady record of, Oxbridge entries and awards, good honours graduate is sought, and the post in the Sixth form course including the growing Science Sets will be one of the present appointment is classed. Burnham Scale plus allowance, especially soccer and/or cricket, an advantage.
Salary: Houghton Scale 2.
The School has now direct grant but has now opted for independence.
Details about the post and the school can be obtained from the Headmaster.
Please apply as soon as possible to the Rev. J. C. Bolton School, Bolton BL1 4PA, with full curriculum vitae, qualifications and experience and the names of referees.

LONDON, S.W.15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
Direct Grant School becoming Independent, 6th form
35 Putney Hill SW15 6BH
Wanted January, Honours GRADUATE to share in the teaching of APE to Advanced level and PHYSICS to Advanced level and University Entrance standard and to teach some General Science to Junior forms.
Please apply by letter, giving names of referees and enclosing testimonials, to the Headmistress.

Other Assistants

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton
Somerset, BA10 0NT
(400 in 5th Forms)
Required in January, 1977, young GRADUATE TEACHER to teach GENERAL SCIENCE to middle forms (11-14), leading to 'O' level and Zoology for 'A' level.
Enquiries and applications to the Headmistress (Bruton 2277).

SOUTHAMPTON
THE ASHLEY SCHOOL FOR GIRLS
Romsey Road, Southampton SO1 4AT
Required for January, GRADUATE to teach PHYSICS to 'O' and 'A' levels. Burnham Scale 1.
Apply to Headmistress, The Ashley School, Hill Lane, Southampton, stating qualifications and names and addresses of two referees.

SURREY
EDEN SCHOOL
(General Learning Company Limited)
Caterham, Surrey CR3 5EG
Telephone: Caterham 42121
Girls' Public Independent Day School
900 Girls
Required for January 1977, GRADUATE to teach GEOGRAPHY to 'O' and 'A' level.
Burnham Scale, Government Superannuation.
Applications with full details in writing, including names of two persons to whom reference may be made, should be sent to the Headmistress.

Speech and Drama

SURREY
ST. TRUSLA'S CONVENT
Pitlake Hill, Godalming
Applications invited from single, Catholic, Graduate Lady, Drama Teacher to join staff of 20 girls' boarding school in January, 1977. Duties to include Speech and Drama and preferably Languages for girls aged 11-18. Part time post in which a high standard has been attained.
Applications to Headmistress with names and addresses of two referees and curriculum vitae.

Technical Studies

LONDON, S.E.12
COLFE'S GRAMMAR SCHOOL
Horn Park Lane, London SE12 8AW
Founded 1653. Independent 16th Century
Trustees: The Worshipful Company of Leathersellers
Required in January, 1977 (subject to appeal) (440 boys)
TECHNICAL MASTER to succeed Mr. Cullen, who is retiring. Burnham Design Technology and Technical Studies Scale 3 or 4, both of which carry particular activities a recommendation. Scale 2 and a responsible graduate is sought and prepared to initiate qualified applicants.
Apply by letter to the Headmaster as soon as possible.
Subject to appeal.

SURREY
GODALMING
Boys' Public Day School
Required in January, 1977, TEACHER of WOODWORK to 'O' level, beginning with 'O' level in January, 1977.
Salary above Burnham and with London Allowance. Government Superannuation.
Willingness to assist with games will be a recommendation. There is a possibility of single accommodation.
Apply to the Headmaster, giving full personal details and naming two referees

SHEFFIELD EDUCATION

Stannington College of Further Education
Myers Grove Lane, Sheffield, S6 5JL

Department of Mechanical and Production Engineering

PRINCIPAL LECTURER

(Required for 1st January, 1977)

Applicants should have considerable experience in teaching and in industry and have graduate or equivalent academic qualifications.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. JM) on receipt of a stamped addressed envelope, to whom they should be returned by 30th September, 1976.

London Borough of Redbridge

Redbridge Technical College
Little Heath, Barley Lane, Romford, Essex RM6 4XT
Principal: A. G. Hall, B.Sc. (Econ.), D.P.A., F.C.I.S., Cert. Ed.
Required from 1st January, 1977

Senior Lecturer

(Deputy Head of Faculty)

in FACULTY OF SOCIAL SCIENCE

Salary Scale: £5,031-£5,955 (plus £297 London Allowance and £312 supplement).

Forms and further particulars from the Principal at the above address.

SINGAPORE POLYTECHNIC

Applications are invited from suitably qualified persons for the following posts :—

A. Lecturer/Assistant Lecturer in the Mechanical and Production Engineering Department

Either (i) A degree or professional qualification in Mechanical or Production or Industrial Engineering.
Or (ii) Qualifications as in (i) but who are able to teach technician-standard and allied areas of operations management.

B. Lecturer/Assistant Lecturer in the Marine Engineering & Shipbuilding Division

Either (i) Hold a degree or professional qualification in Marine Engineering preferably with some sea experience.
Or (ii) Hold a Certificate of Competency as 1st Class Engineer. Experience on automated ship would be an advantage.
Or (iii) A degree or professional qualification in Naval Architecture or Shipbuilding and have some practical experience in a shipyard.

Appointees will be required to teach Technician Diploma Courses as well as that of Second and First Class Engineer's examinations.

C. Lecturer/Assistant Lecturer in the Department of Nautical Studies

Either (i) Certificate of Competency as Extra Master.
Or (ii) Department of Trade and Industry Certificate of Competency as Master Foreign-going or acceptable equivalent.
Or (iii) A recognised degree in Nautical Studies or Nautical Science.

Appointees will be required to teach subjects in the Nautical and Navigation Studies Division and also to assist correspondence courses tutors.

For these posts mentioned specifically, applicants will be required to teach Technician Diploma Courses and to assist with the development of courses at the Polytechnic.

GROSS SALARY RANGE :
Assistant Lecturer : £3,392 to £6,274 per annum
Lecturer : £3,953 to £8,221 per annum
(Exchange rate : £1=$4.50)

The point of entry in the above salary scales will depend on qualifications and experience.

FRINGE BENEFITS :
1 Merit increments and good promotion opportunities.
2 Provident Fund contribution of 15% from the Polytechnic.
3 For overseas appointees who are normally domiciled outside Singapore and the Malaysia region, the Polytechnic provides return economy air passages for them, their wives and up to three dependent children below the age of 18 years.
4 Overseas staff are also provided with part-furnished accommodation at nominal rent.
5 Loans for purchase of car.
6 Free medical attention for staff members and their families.

Interested applicants are required to submit their curricula vitae together with details of their academic/professional qualifications, experience and documentary evidence, etc., to the Registrar, Singapore Polytechnic, P.O. Box 2028, Singapore, Republic of Singapore.

Ipswich Civic College

Required for January 1, 1977 :—

LECTURER II

in Production Management/ Industrial Relations

To teach Production Management and Industrial Relations on courses such as Institution of Works Managers, Diploma in Management Studies, Institute of Personnel Management, Institute of Production Control, etc. The successful applicant will also be required to act as Course Tutor to Works Management Courses.

Sound industrial experience and professional qualifications are essential. Teaching experience useful but not essential. Starting salary will be within the following scale :—

£3,591 to £5,805 per annum.

Further details and application forms (returnable within 14 days) are obtainable from the Principal, Ipswich Civic College, Rope Walk, Ipswich IP4 1LT. Please forward a stamped and addressed envelope and quote post number 4/27.

Harrow—College of Further Education

HEAD

DEPARTMENT OF ADULT STUDIES—GROUP 4

Opportunity for educationist with imagination, broad experience, good qualifications and excellent organising ability to take over a lively department, to consolidate existing areas of work and to lay the foundations for a future system of re-current education for adults.
Salary up to £6,241. Generous fringe benefits with regard to removal expenses.
Closing date, October 4, 1976.

TECHNICAL AND SCIENTIFIC STUDIES DEPARTMENT

A senior lecturer is required to be responsible for the overaight of work in the Mathematics, Physics and Engineering sections of the Department.

Courses for which the department is responsible include : GCE 'O' and 'A' level, School Link courses, City and Guild Telecommunication Technician course, Part 1.
Salary up to £6,604. Generous fringe benefits with regard to removal expenses.
Closing date September 27, 1976.

Application forms and further particulars can be obtained from the Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End or Tel. 01-428 0121, ext. 43.

SOUTH THAMES COLLEGE

Principal Lecturers

DEPARTMENT OF ENGINEERING PROCESSES
Wandsworth High Street, LONDON, SW18 2PP
Re-advertisement
requires January, 1977 —
Duties to assist the Head of Department in the administration and co-ordination of the work of that section of the department which includes courses in Education and, Welding, Mechanical Craft Studies and Motor Vehicle courses. (Ref. DEP/PL/L-77.)

DEPARTMENT OF MANAGEMENT SERVICES AND COMPUTING
requires January, 1977 —
Duties to assist the Head of Department in the administration and co-ordination of the work of that section of the department which includes courses in Management Studies, Computing and Data Processing and Office Practice. Applicants should possess a degree or professional qualification and have appropriate commercial experience. Teaching experience and the ability to teach management subjects is essential. (Ref MSC/PL/L-77.

DEPARTMENT OF MODERN LANGUAGES
requires January, 1977 —
Duties to assist the Head of Department in the administration and co-ordination of the work of that section of the department which includes courses in English for Foreign Students, Modern Languages for Business Studies and Secretarial courses. Applicants should possess a degree or professional qualification and have appropriate experience in a senior post. The successful applicant will be required to act as deputy to the Head of Department and will be responsible for the development of Management courses within the Department and the College. Applicants should possess a degree or professional qualification and have appropriate commercial experience. Teaching experience and the ability to teach management subjects is essential. (Ref MSC/PL/L-77.)

Application forms and further details may be obtained from the Principal, Wandsworth High Street, London, SW18 2PP or Technical College, Four Lane Ends, Cambridge Road, Kingston upon Thames, KT1 3LB. Completed forms should be returned by Wednesday, 13th October, 1976.

PREPARATORY continued

Other than by Subject Classification

NORFOLK
TOWN CLOSE HOUSE PREPARATORY SCHOOL
Norwich 4-5D
Norfolk preparatory school requires in January GRADUATE TEACHER for LATIN to Common Entrance standard, ship standard, and to coach games in Hockey and Cricket. Married accommodation available. Burnham Scale. Small Convalescent nursing school.
Apply with references to the Headmaster Town Close House Preparatory School, Norwich.

SURREY
THE PRIORY SCHOOL
Banstead
(A.S.P.S. Day School)
Qualified TEACHERS, fairly young but suitably experienced, permanent post January. Form of bright five-year-old mixed in Pre-reparatory School. Kindly but definite approach.
Banstead, Surrey. Fringe plus Priority Allowance. Non-resident.
Write fully to Headmaster.

EAST SUSSEX
LEWISHAM for ELECTRICAL INSTALLATION PRACTICE (Part-time). Graduate or possible for City and Guilds and experience and qualifications. Application forms from Education and personnel Officer, Education Offices, Lewes, East Sussex.

ESSEX
BARKING COLLEGE OF TECHNOLOGY EDUCATION
Dagenham Road, Romford, Essex RM7 0XU
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
Applications are invited for the post of LECTURER in CHARGE of ACCOUNTANCY in connection with new courses and part-time day and evening courses.
Candidates should be able to teach within the range of subjects to Standard and Ordinary Grades of G.C.E. and C.S.E. and to Professional Degree and equivalent.
Application forms and further details from the Principal.
South Kiosk, Barking Technical College, Dagenham Road, Romford, Essex RM7 0XU. Tel. 24511.

HAMPSHIRE
COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
Required as soon as possible :
DEPARTMENT OF COMMERCE
SENIOR LECTURER/DEPUTY HEAD OF DEPARTMENT
Salary Scale, Senior Lecturer, £6,285 to £6,807.
Application forms and further details from the Principal, Southampton Technical College, Tower House, Tower Street, Southampton SO9 4WW (stamped addressed envelope), to whom the completed forms should be returned within 14 days of this advertisement.

HAMPSHIRE
EASTLEIGH TECHNICAL COLLEGE
Applications are invited for the following posts. Posts 1, 2, 3 and 4 are subject to satisfactory references being considered for commencement on 1 January, 1977 or as soon as possible thereafter. Post 5 to become vacant on 1 January, 1977.
1. LECTURER Grade II in COMMERCIAL STUDIES.
Applicants should be able to teach SHORT HAND (Typing, if required) OFFICE PRACTICE (including Office Machines) to a wide range of full-time, part-time and linked courses. Ability to teach Commercial Subjects specialised or advanced secretarial courses would be an advantage.
2. LECTURER Grade I in SECRETARIAL STUDIES.
Applicants should be able to teach SHORT HAND (Typing if required) and OFFICE PRACTICE in a range of full-time, part-time and linked courses. Experience in teaching Office Machines would be an advantage.
3. LECTURER Grade I in MODERN LANGUAGES and ENGLISH
Ability to teach English as a Foreign Language.
GERMAN (part-time) for full-time professional and secretarial courses and to contribute to the teaching of English.
Ability to teach English as above.
4. LECTURER Grade II in COUNSELLING
To be responsible for the co-ordination and supervision of the work of large counselling service and assistance in the running of the College. Should be qualified and experienced in counselling and teaching and should be prepared to undertake counselling duties in the evening programme of the college.
5. LECTURER Grade I in SOCIOLOGY.
The successful candidate will be required to teach SOCIOLOGY to students following courses leading to G.C.E. 'O' and 'A' level, C.S.E. and a two year course leading to the Diploma in Nursing Studies and professional courses. Previous experience desirable but not essential.
Mornington and extended bridging loan facilities may be available for suitable applicants.
Further details and application forms may be obtained from the Principal Boston College of Further Education, Skirbeck, Boston, Lincs. to whom they should be returned as soon as possible.

LINCOLNSHIRE
LINCOLN COLLEGE OF TECHNOLOGY
LECTURER Grade I in ENGLISH as a FOREIGN LANGUAGE required as soon as possible (one year contract)
A person with considerable experience is sought who can add to the growing reputation of the College in this field. He or she will head the unit within the Modern Languages Section and will be responsible for co-ordinating the contributions of other staff to the overall English programme.
Salary : £5,013 to £5,598, plus £312 supplement and £402 London Allowance.
Further details and application forms, available from the Personnel Officer, Lincoln College of Technology, Cathedral Street, Lincoln, to whom they should be returned as soon as possible.

LIVERPOOL
RIVERSDALE COLLEGE OF TECHNOLOGY
Riverside Road, Liverpool L3 8DB
Telephone: 051-207 1227
Applications are invited for the following posts, available immediately :—
SENIOR LECTURER IN AUTOMOBILE ENGINEERING
This is a Senior post and the successful applicant will be required to undertake responsibility for an area of work within this section of the Department.
LECTURER II OR I IN MARINE RADIO OR ELECTRONICS
LECTURER II OR I IN MARINE ELECTRICAL ENGINEERING
Applicants should be professionally or technically qualified and have had good industrial experience, preferably including service at sea. For a Lecturer II appointment appropriate teaching experience will be required.
LECTURER I IN NAVIGATION
Applicants should hold a Master's (FG) certificate of the equivalent and have good seagoing experience.
Further particulars and application forms to be returned within 14 days of the appearance of this advertisement, may be obtained from the Principal at this College.

LONDON
INNER LONDON EDUCATION AUTHORITY
HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, London W14 9BL
Applications are invited from suitably qualified persons for the following posts :—
LECTURER GRADE I in ENGLISH with responsibility for the Communication Skills Programme for Overseas Students. Applicants will be expected to have had experience of teaching English as a foreign language and to be familiar with modern methods of teaching.
LECTURER GRADE I in MATHEMATICS with responsibility for the Mathematics Programme for Overseas Students. Applicants will be expected to have had experience of teaching Mathematics to students whose first language is not English.
Salary scale : £5,031 to £5,955 (Lecturer Grade I) plus £312 supplement and £402 Inner London Allowance.
Further particulars and application forms from the Personnel Officer, Gliddon Road, Barons Court, London W14 9BL. Tel. 01-385 3377, ext. 2327.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
W. R. TYSON COLLEGE
11th October 1976 to 1st July 1977
LECTURER II IN CONSTRUCTION SCIENCE MATERIALS and STRUCTURES
Stamped addressed envelope for application form to the Chief Administrative Officer (Ref. 3/76), County Hall, Preston PR1 8RD.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
LECTURER GRADE I POSTS
KITSON COLLEGE OF ENGINEERING
Cookridge Street, Leeds,
Telephone: Leeds 39581
Principal: D. Cooper
Applications are invited from suitably qualified TEACHERS to commence duties as soon as possible.
AUTOMOBILE ENGINEERING DEPARTMENT
To teach on C.G.L.I. 380 and 383 Motor Vehicle Craft Studies; and T.O.P.S. Training courses and R.O.S.L.A. courses.
MATHEMATICS DEPARTMENT
To teach Lecturer Grade I in MODERN LANGUAGES and ENGLISH to Overseas students, and full-time and part-time professional and secretarial courses and to contribute to the teaching of English.
Ability to teach English as above.
LECTURER Grade II in COUNSELLING
To be responsible for the co-ordination and supervision of the work of large counselling service and assistance in the running of the College. Should be qualified and experienced in counselling and teaching and should be prepared to undertake counselling duties in the evening programme of the college.
LECTURER Grade I in SOCIOLOGY
The successful candidate will be required to teach SOCIOLOGY to students following courses leading to G.C.E. 'O' and 'A' level, C.S.E. and a two year course leading to the Diploma in Nursing Studies and professional courses. Previous experience desirable but not essential.
Mornington and extended bridging loan facilities may be available for suitable applicants.
Further details and application forms may be obtained from the Principal Boston College of Further Education, Skirbeck, Boston, Lincs. to whom they should be returned as soon as possible.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
01-837 8165
DEPARTMENT IN SOCIAL AND COMMUNITY STUDIES
HEAD OF THE DEPARTMENT
LECTURER, Grade II
required from January, 1977, or earlier, to be responsible for the Tuition of the Adelaide Course for Group Workers and Organisers for up to 20 young people of both sexes between 18½ and 25½. The Course is provided by the London Borough of Camden (Social Services Department) and is jointly operated by a team of Social Workers and the Tutor.
A trained teacher is sought with relevant experience—for example, of work in a therapeutic setting—who can respond to the needs of these young people with severe emotional difficulties.
The post will be at Lecturer Grade I level or a Lecturer Grade II level for a suitably qualified candidate for whom there is scope for increased responsibility.
Re-fixing of incorporated with Burnham Report (1974) at Lecturer Grade I on incremental scale within the range £2,466-£3,591 (plus £312 supplement and £402 Inner London Allowance).
Starting point dependent on qualifications, training and experience. Lecturer Grade II £2,379-£5,805 (plus £312 supplement and £402 Inner London allowance).
Assistance may be given towards household removal expenses.
Application forms and further details available from the Senior Administrative Officer at the College, closing date for applications is Monday, 4 October.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
(01-837 8165)
A TEMPORARY SENIOR LECTURER is required to act as assistant to the Department Head of LIBERAL STUDIES to be responsible for G.C.E. 'O' and 'A' level and O.N.C. work in the social Sciences and for Preparatory courses in Youth and Community and Social Work. The appointment is for a maximum period of one year from the appointment of the present holder.
Salary scale in accordance with Burnham Report (1974) £5,031 to £5,955, plus £312 supplement and £402 Inner London Allowance.
Further details and application forms may be obtained from the Principal Boston College of Further Education, Skirbeck, Boston, Lincs. to whom they should be returned as soon as possible.

LINCOLNSHIRE
LINCOLN COLLEGE OF TECHNOLOGY
LECTURER Grade I in ENGLISH as a FOREIGN LANGUAGE required as soon as possible (one year contract)
A person with considerable experience is sought who can add to the growing reputation of the College in this field. He or she will head the unit within the Modern Languages Section and will be responsible for co-ordinating the contributions of other staff to the overall English programme.
Salary : £5,013 to £5,598, plus £312 supplement and £402 Inner London Allowance.
Further particulars and application forms available from the Personnel Officer, Lincoln College of Technology, Cathedral Street, Lincoln, to whom they should be returned as soon as possible.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
(01-837 8165)
DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES
TUTOR at the ADELAIDE CENTRE required in January, 1977, to take part in the Adelaide Course for Group Workers and Organisers for up to 20 young people of both sexes between 18½ and 25½.
The Course is provided by the London Borough of Camden (Social Services Department) and is jointly operated by a team of Social Workers and the Tutor.
A trained teacher is sought with relevant experience—for example, of work in a therapeutic setting—who can respond to the needs of these young people with severe emotional difficulties.
The post will be at Lecturer Grade I level or a Lecturer Grade II level for a suitably qualified candidate for whom there is scope for increased responsibility.
Re-fixing of incorporated with Burnham Report (1974) at Lecturer Grade I on incremental scale within the range £2,466-£3,591 (plus £312 supplement and £402 Inner London Allowance).
Starting point dependent on qualifications, training and experience. Lecturer Grade II £2,379-£5,805 (plus £312 supplement and £402 Inner London allowance).
Assistance may be given towards household removal expenses.
Application forms and further details available from the Senior Administrative Officer at the College. Closing date for applications is Monday, 4 October.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES
TUTOR at the ADELAIDE CENTRE required in January, 1977, to take part in the Adelaide Course for Group Workers and Organisers for up to 20 young people of both sexes between 18½ and 25½.
The Course is provided by the London Borough of Camden (Social Services Department) and is jointly operated by a team of Social Workers and the Tutor.
A trained teacher is sought with relevant experience—for example, of work in a therapeutic setting—who can respond to the needs of these young people with severe emotional difficulties.
The post will be at Lecturer Grade I level or a Lecturer Grade II level for a suitably qualified candidate for whom there is scope for increased responsibility.
Re-fixing of incorporated with Burnham Report (1974) at Lecturer Grade I on incremental scale within the range £2,466-£3,591 (plus £312 supplement and £402 Inner London Allowance).
Starting point dependent on qualifications, training and experience. Lecturer Grade II £2,379-£5,805 (plus £312 supplement and £402 Inner London allowance).
Assistance may be given towards household removal expenses.
Application forms and further details available from the Senior Administrative Officer at the College. Closing date for applications is Monday, 4 October.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
(01-837 8165)
DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES
TUTOR at the ADELAIDE CENTRE required in January, 1977, to take part in the Adelaide Course for Group Workers and Organisers for up to 20 young people of both sexes between 18½ and 25½.
The Course is provided by the London Borough of Camden (Social Services Department) and is jointly operated by a team of Social Workers and the Tutor.
A trained teacher is sought with relevant experience—for example, of work in a therapeutic setting—who can respond to the needs of these young people with severe emotional difficulties.
The post will be at Lecturer Grade I level or a Lecturer Grade II level for a suitably qualified candidate for whom there is scope for increased responsibility.
Re-fixing of incorporated with Burnham Report (1974) at Lecturer Grade I on incremental scale within the range £2,466-£3,591 (plus £312 supplement and £402 Inner London Allowance).
Starting point dependent on qualifications, training and experience. Lecturer Grade II £2,379-£5,805 (plus £312 supplement and £402 Inner London allowance).
Assistance may be given towards household removal expenses.
Application forms and further details available from the Senior Administrative Officer at the College. Closing date for applications is Monday, 4 October.

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
Camden Road, Holloway N7 0SH
DEPARTMENT OF SCIENCE AND ENGINEERING
Applications are invited for the post of SENIOR LECTURER for January, 1977 to be responsible for the Electrical and Engineering Department.
Applicants should be specialists in the field of telecommunications, which forms a major part of the work of the Department, and have proven administrative ability.
Salary scale : £5,031 to £5,955 (plus £312 supplement and £402 Inner London Allowance).
Assistance may be given towards household removal expenses.
Details and application forms, returnable by 1st October, 1976, from the Senior Administrative Officer at the College.

LONDON
INNER LONDON EDUCATION AUTHORITY
WOOLWICH COLLEGE
Villas Road, Plumstead SE18 1EH
Closing date for completed forms : 4th October, 1976.
Salary Scale : £5,031 to £5,955 (Lecturer Grade I) plus £312 supplement and £402 Inner London Allowance.

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
Camden Road, Holloway N7 0SH
DEPARTMENT OF SCIENCE AND ENGINEERING
Required for January, 1977, LECTURER II to teach TELECOMMUNICATIONS subjects in the City & Guilds of London Institute Telecommunications and ATI, and, from September, 1977, the Full Technological Education Council Telecommunications Course. Candidates must be members of the Institution of Electronic and Radio Engineers. Preference will be given to applicants with appropriate industrial experience.
Salary : £5,031 on an incremental scale within the range £5,031 to £5,955 (plus £312 supplement and £402 Inner London Allowance) according to qualifications, training and experience.
Assistance may be given towards household removal expenses.
Further particulars and application forms from the Senior Administrative Officer, North London College, Holloway Road, Holland Park Branch, Kensington W8 7SU.
Applications should be returned within two weeks from date of this advertisement.
This is a non-vacationer.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
(01-837 8165)
A TEMPORARY SENIOR LECTURER is required to act as assistant to the Department Head of LIBERAL STUDIES to be responsible for G.C.E. 'O' and 'A' level and O.N.C. work in the social Sciences and for Preparatory courses in Youth and Community and Social Work. The appointment is for a maximum period of one year from the appointment of the present holder.
Salary scale in accordance with Burnham Report (1974) £5,031 to £5,955, plus £312 supplement and £402 Inner London Allowance.
Further details and application forms may be obtained from the Principal Boston College of Further Education, Skirbeck, Boston, Lincs. to whom they should be returned as soon as possible.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Gray's Inn Road, London WC1H 8JB
DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES
TUTOR at the ADELAIDE CENTRE required in January, 1977, to take part in the Adelaide Course for Group Workers and Organisers for up to 20 young people of both sexes between 18½ and 25½.
The Course is provided by the London Borough of Camden (Social Services Department) and is jointly operated by a team of Social Workers and the Tutor.
A trained teacher is sought with relevant experience—for example, of work in a therapeutic setting—who can respond to the needs of these young people with severe emotional difficulties.
The post will be at Lecturer Grade I level or a Lecturer Grade II level for a suitably qualified candidate for whom there is scope for increased responsibility.
Re-fixing of incorporated with Burnham Report (1974) at Lecturer Grade I on incremental scale within the range £2,466-£3,591 (plus £312 supplement and £402 Inner London Allowance).
Starting point dependent on qualifications, training and experience. Lecturer Grade II £2,379-£5,805 (plus £312 supplement and £402 Inner London allowance).
Assistance may be given towards household removal expenses.
Application forms and further details available from the Senior Administrative Officer at the College. Closing date for applications is Monday, 4 October.

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
Camden Road, Holloway N7 0SH
DEPARTMENT OF SCIENCE AND ENGINEERING
Applications are invited for the post of SENIOR LECTURER for January, 1977 to be responsible for the Electrical and Engineering Department.
Applicants should be specialists in the field of telecommunications, which forms a major part of the work of the Department, and have proven administrative ability.
Salary scale : £5,031 to £5,955 (plus £312 supplement and £402 Inner London Allowance).
Assistance may be given towards household removal expenses.
Details and application forms, returnable by 1st October, 1976, from the Senior Administrative Officer at the College.

LONDON
INNER LONDON EDUCATION AUTHORITY
WOOLWICH COLLEGE
Villas Road, Plumstead SE18 1EH
Closing date for completed forms : 4th October, 1976.
Salary Scale : £5,031 to £5,955 (Lecturer Grade I) plus £312 supplement and £402 Inner London Allowance.

LONDON
THE NATIONAL HOSPITALS COLLEGE OF MEDICAL SCIENCES
LECTURER (Third Year Studies)
The National Hospitals College of Speech Sciences, 60 Portland Place, W1N 3DG, invites applications for the above post from persons who are members of the Royal College of Speech and Language Therapists.
The successful applicant will have good clinical experience and preferably specialist experience with third year students.
Salary scale £3,702 to £4,251 per annum inclusive of £93 per annum London Weighting Allowance.
Further particulars may be obtained from Geoffrey A. Robinson, Secretary to the Board of Governors, The National Hospitals for Nervous Diseases, Queen Square, London WC1N 3BG, or apply in writing giving the names and addresses of two referees.
Closing date for this post is September 30th, 1976.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
STEVENSON COLLEGE OF FURTHER EDUCATION
Capable people for :
LECTURER II in PLUMBING (Ref. 2/76) £4,379 to £5,031
LECTURER II in BRICKLAYING (Ref. 3/76) £4,379 to £5,031
Applicants should possess relevant C.G.L.I. qualifications, preferably C.G.L.I. 'C' standard, and have served their time in the trade.
LECTURER II in WELDING (Ref. 4/76) £4,379 to £5,031
Applicants should possess C.G.L.I. 'C' and Certificates and T.U.S. and have relevant educational qualifications (S.C.E. 'O' Grade). Experience as a craftsman plus some supervising experience essential.
Application forms and further details from the Principal, Stevenson College of Further Education, Bankhead Avenue, Sighthill, EDINBURGH EH11 4DE (0316-443 7411).

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to :—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

LONDON
THE UNIVERSITY
GOLDSMITHS' COLLEGE
SCHOOL OF ADULT AND SOCIAL STUDIES
PSYCHOLOGY DEPARTMENT
Applications are invited for the post of LECTURER in PSYCHOLOGY to start as soon as possible. Applicants should hold a good Honours Degree in Psychology and a Ph.D. or equivalent. The successful applicant will be involved in day and evening teaching.
Applicants should be graduates in Psychology or cognate disciplines with a strong interest in adult education, and experience in teaching mature students. Applications should be made in writing to the Registrar, Goldsmiths' College, New Cross, London SE14 6NW, from whom further details may be obtained.
Salary within the range £3,591 to £5,805 plus £402 London Allowance and £312 superannuation provision.

Write for further details, enclosing a stamped addressed envelope, to the Registrar, University of London Goldsmiths' College, New Cross, London SE14 6NW.

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH COLLEGE OF ARTS AND COMMERCE
DEPARTMENT OF COMMUNITY STUDIES
Required :
LECTURER II HOME CONSULTANT
The post carries responsibility for the Council Social Services Department and the establishment of the Department of Health and Social Security.
The post will come into new premises in Scarborough in 1977.
Relevant qualifications and teaching experience in further education are essential, industrial experience desirable.
Salary scale : £5,031 to £5,117, plus £312 supplement and £402 London Allowance.
Application forms and further details may be obtained from the Principal, The Crescent, York YO1 2NA, to whom they should be returned within 14 days of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWARK TECHNICAL COLLEGE
Canuting Place, Newark, Notts.
LECTURER, Grade I in RESIDENTIAL CARE
Required for January, 1977, or earlier, second tutor for the Professional Course in Residential Care. Experience necessary in social work and the teaching of 17 to 18 year olds. Interest or involvement in playgroup activities including playleaders' courses is an added advantage. The main emphasis is on the care of children, but students are also considerably involved in the care of the elderly and handicapped.
Salary : £2,940 to £3,577 plus supplement of £312 per annum.
Further particulars and application forms from the Principal (telephone Newark 6921).
Closing date : 1st October, 1976.

ROTHERHAM
Metropolitan Borough of ROTHERHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF COMMERCE
LECTURER II in BUSINESS STUDIES
Required for January, 1977, or earlier if possible.
LECTURER in BUSINESS STUDIES
To teach mainly in O.N.C., O.N.D., C.S.E. and 'O' level courses; applicants should be able to offer at least two relevant subjects, including Law, and should have a degree.
Salary scale: Lecturer II £3,360 to £4,977 plus £312 supplement and £402 Inner London Allowance.
Closing date: 1st October, 1976.
Application forms and further particulars available from the Personnel Department Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel.: 0709 3721.
Mr. D. Ellis, Director of Personnel Resources.

SOLIHULL
COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull B91 1SB
Telephone: 021-705 2787/8, 2791
DEPARTMENT IN BEAUTY THERAPY
LECTURER II
Salary: £2,781 to £3,480.
Further particulars from the Principal.

Universities

AUCKLAND
UNIVERSITY OF
INSTITUTE OF EDUCATION
Applications are invited for the following appointments :—
LECTURESHIP IN EDUCATION
Priority will be given to applicants with major teaching and research interests in the field of education and the history of education and with specialist interests in comparative education or New Zealand education or educational planning. Applicants should have a Ph.D. or equivalent professional experience, ability to develop and supervise research at postgraduate level and a willingness to provide specialist research services for the Department and the Institute as a whole.
The appointee will come into new premises in Auckland in 1977.
Relevant qualifications and teaching experience in further education are essential, industrial experience desirable.
Salary scale : NZ$8,674 to $10,774, commencing salary being in accordance with qualifications and experience.
Further details, conditions of appointment and application procedure may be obtained from the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.
Applications close on 6th October, 1976.

CANADA
UNIVERSITY OF MANITOBA
FACULTY OF EDUCATION
Winnipeg
Required for staff member to assume responsibility for courses in PHYSICAL EDUCATION at the elementary level to classroom teachers. Also to teach an elective course in the area of Movement Education for children and Dance at the undergraduate level.
The staff member would also develop graduate courses in Physical Education and assist in the supervision of graduate students. Candidates should have a Masters degree or equivalent and a Doctorate would be desirable. Experience in teaching and supervising undergraduate and graduate students is essential.
Salary will be dependent upon qualifications and experience. Rank will be at the level of Assistant Professor or above.
Applications, including curriculum vitae, should be sent by October 20, 1976 to Dr. Morris McPherson, Acting Dean of Education, Faculty of Education, The University of Manitoba, Winnipeg, Manitoba, Canada. Tel. (204) 474-9440.

DURHAM
UNIVERSITY OF
INSTITUTE OF EDUCATION
Applications are invited for the post of LECTURER II in ENGLISH and ASSISTANT LIBRARIAN (Ref. 76/76) who should hold a Ph.D. or equivalent and have a special interest in African Literature. Several years' teaching, research experience in a university or equivalent, and experience of librarianship would be an advantage. Applicants should be graduates in English with a strong interest in and knowledge of African literature, and have the ability to initiate and develop research in this field. They should be interested in the supervision of graduate research (to include research in the English literature of Africa) and in the development of the library's resources in this field.
Salary within the range £3,591 to £5,805 plus £312 supplementation provision.
Further particulars and application forms (to be returned by 30th September, 1976) from the Personnel Officer (SC2), The Open University, P.O. Box 76, Walton Hall, Milton Keynes, MK7 6AG. Please quote reference and applicants should indicate to which of the five subject areas listed above they would wish to be appointed. Applications from overseas should be sent by air mail.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY
COURSE TUTOR—PRIMARY EDUCATION
Applications are invited for the position vacated by Dr. Lomax-Smith on the one year postgraduate Certificate of Education course for graduates intending to teach in primary schools. The person appointed will be qualified to teach young children and will have specialist qualifications in English and/or Drama and experience of teaching. Considerable and interesting scope for research and advanced teaching is essential. The course begins in September, 1977, but applicants are asked to come into post in September, 1976, if possible, in order to participate in developmental and planning work and to liaise with work in the institutions in the Inner London Education Authority and local schools.
The salary will be within the Lecturer scale of £3,717 to £6,687 according to qualifications and experience, plus £312 London Allowance. The successful candidate will be expected to assist with the supervision of students' work within the Department of Child Development and Educational Psychology and to undertake other duties.
Application forms and further details of the post (quoting reference 3/76) may be obtained from the Secretary, Institute of Education, 20 Bedford Way, London WC1H 0AL. Closing date for completed applications : September 30, 1976.

NIGERIA
AHMADU BELLO UNIVERSITY
Applications are invited for the following appointments :—
(1) SENIOR LECTURER, (2) LECTURER (Grade II) in ENGLISH and ASSISTANT LIBRARIAN (Ref. 76/76) who should hold a Ph.D. or equivalent and have a special interest in African Literature. Several years' teaching, research experience in a university or equivalent, and experience of librarianship would be an advantage. Applicants should be graduates in English with a strong interest in and knowledge of African literature, and have the ability to initiate and develop research in this field. They should be interested in the supervision of graduate research (to include research in the African literature of Africa) and in the development of the library's resources in this field.
Salary within the range £3,591 to £5,805 plus £312 supplementation provision.
Further particulars and application forms (to be returned by 30th September, 1976) from the Personnel Officer (SC2), The Open University, P.O. Box 76, Walton Hall, Milton Keynes, MK7 6AG. Please quote reference and applicants should indicate to which of the five subject areas listed above they would wish to be appointed. Applications from overseas should be sent by air mail.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY
COURSE TUTOR—PRIMARY EDUCATION
Applications are invited for the position vacated by Dr. Lomax-Smith on the one year postgraduate Certificate of Education course for graduates intending to teach in primary schools. The person appointed will be qualified to teach young children and will have specialist qualifications in English and/or Drama and experience of teaching. Considerable and interesting scope for research and advanced teaching is essential. The course begins in September, 1977, but applicants are asked to come into post in September, 1976, if possible, in order to participate in developmental and planning work and to liaise with work in the institutions in the Inner London Education Authority and local schools.
The salary will be within the Lecturer scale of £3,717 to £6,687 according to qualifications and experience, plus £312 London Allowance. The successful candidate will be expected to assist with the supervision of students' work within the Department of Child Development and Educational Psychology and to undertake other duties.
Application forms and further details of the post (quoting reference 3/76) may be obtained from the Secretary, Institute of Education, 20 Bedford Way, London WC1H 0AL. Closing date for completed applications : September 30, 1976.

THE OPEN UNIVERSITY
SENIOR COUNSELLORS
Applications are invited for a post of Senior Counsellor in each of the following regions of the Open University :
SOUTH REGION with headquarters in Ox

Durham County Council

Post of

PRINCIPAL

of New College, Durham

In September, 1977, Durham Technical College and Neville's Cross College of Education will merge to form a new institution, to be known as New College, Durham. The new institution has been placed in Group 8 under the Burnham Further Education Committee's Report 1976 with a salary range £11,136-£11,646. The initial salary will be £11,614 subject to review. Responsibilities for the residential element of the College are still under discussion but would, if appropriate, be a matter for separate negotiation in relation to salary.

The College will cater for approximately 1,500 full-time students, 900 of these in residence, and approximately 8,000 part-time students. The initial teacher training element will be in the order of 430.

Applications for the post are invited from persons of suitable qualifications and experience. Further details and application forms, returnable by 1st October, 1976, from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a stamped addressed foolscap envelope.

RE-ADVERTISEMENT
BEDFORDSHIRE EDUCATION SERVICE

Luton College of Higher Education

Head of Department—Grade V
Engineering Technology

with effect from September 1976, the work of the Department will be located within the Faculty of Technology which comprises the following Departments:

Automobile and Craft Engineering
Building
Engineering Technology

Previous applicants will be automatically reconsidered and need not apply.

Further details and application form, to be returned within 14 days of the appearance of this advertisement, from the Chief Administrative Officer, Luton College of Higher Education, Park Square, Luton LU1 3JU.

THE CITY OF LIVERPOOL COLLEGE OF HIGHER EDUCATION

(formerly O. F. Mott and Ethel Wormald Colleges)

Applications are invited for the post of

LECTURER II IN WORKSHOP CRAFTS & DESIGN STUDIES

Applicants should have had experience in the teaching of Workshop Crafts and Design in secondary schools, and be keenly interested in the development of the subject.

The person appointed will contribute to the teaching of several aspects of the subject, and have a special interest in the development of hammered metalwork and/or jewellery.

Salary Scale: £3,591-£6,543 (bar)-£6,267 (bar)-£6,729.

Duties to commence 1st January, 1977, or as soon as possible thereafter.

Further details and application forms are available from:

The Principal Designate,
The City of Liverpool College of Higher Education,
Liverpool Road, Prescot, Merseyside L34 1NP.
Tel. 051-489 6201

Closing date—Friday, 1st October, 1976.

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF ELECTRONIC AND ELECTRICAL ENGINEERING

Lecturer in Electrical Machines and Drive Systems

to lecture up to final year honours degree level and to initiate research and development projects at undergraduate and at postgraduate level.

Salary range £3,528–£6,807 p.a.

Removal expenses assistance.

Forms and details from:—
Chief Administrative Officer,
Robert Gordon's Institute of Technology,
Schoolhill, ABERDEEN, AB9 1FR. (0224-29384).

COLLEGES OF HIGHER EDUCATION *continued*

BEDFORDSHIRE
EDUCATION SERVICE
LUTON COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF MANAGEMENT AND INSTITUTIONAL STUDIES
LECTURING POSTS IN LAW AND BUSINESS
LECTURER II IN COMPANY and COMMERCIAL LAW
LECTURER II IN FINANCE and COMPANY LAW
Required in January, 1977, advanced level Business Studies and Accountancy students.
Candidates must hold a degree or an equivalent professional qualification.
Salary range: Lecturer I £5,367 to £6,477 (bar) to £7,377; Lecturer II £5,379 to £6,477 (bar) to £7,377 depending upon age and qualifications.
Application forms and further details may be obtained from the Assistant Director, Luton College of Higher Education, Park Square, Luton, LU1 3JU.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION
Director: D. L. Everett, M.A., F.C.O.G.
SCHOOL OF EDUCATION AND SOCIAL SCIENCE
LECTURER II IN EDUCATION (PSYCHOLOGY) required 1st September 1977, to contribute to the teaching of Psychology on C.N.A.A. B.Ed. (Hons.) and Certificate courses. Applicants should have high academic qualifications, if possible a specialism and some school experience.
Salary scale: Lecturer II £6,894 to £8,019.
Removal allowance of up to £750 may be payable. A limited number of flats is available in appropriate circumstances.
Further particulars and application forms (state whether required for full-time or part-time post) from Assistant Registrar, Queen Alexandra Road, High Wycombe, Bucks. Please enclose stamped addressed envelope.
This is a re-advertisement.

ESSEX
CHELMER INSTITUTE OF HIGHER EDUCATION
Victoria Road South, Chelmsford CM1 1LL
FACULTY OF CONSTRUCTION
Applications are invited for the post of LECTURER II IN CONSTRUCTION TECHNOLOGY required as soon as possible from Bureau with honours degree or degree equivalent qualification. Experienced candidates will be expected to teach building up to Higher Technical level, but the opportunity exists to teach to final professional level in the fields of Building, Civil Engineering and Surveying.
Salary scale: Lecturer II Grade II £5,991-£6,807 per annum.
Salary according to qualifications and experience. Application forms and further details from the Principal.

Colleges of Education

LANCASTER
ST. MARTIN'S COLLEGE OF EDUCATION
Applications are invited for a post in the Faculty of Educational and Professional Studies. Applicants should be qualified to teach on Diploma in Education courses and Post-graduate Certificate, and should have an expertise in one or two of the following: PRIMARY EDUCATION; PSYCHOLOGY of EDUCATION; CURRICULUM DEVELOPMENT.
Salary will be in accordance with the Burnham Lecturer II scale. The appointment will take effect from 1st January, 1977, for one year in the first instance.
Further details are available from the Registrar, St. Martin's College, Lancaster, LA1 3JD, to whom completed application should be submitted by 6th October, 1976.

LONDON
INNER LONDON EDUCATION AUTHORITY

SHOREDITCH COLLEGE OF Cooper's Hill, Englefield Green, Egham, Surrey

LECTURER III (Grade II) in DESIGN TECHNOLOGY

Required from 1 January, 1977, a competent and full time LECTURER III (Grade II) in DESIGN TECHNOLOGY to be responsible for the development of Design in Education' students. Relevant teaching experience and appropriate qualifications are essential.
Salary according to the furnishing scale for Lecturer in the scale £5,379 to £6,477 per annum (plus £312 supplement) and London fringe area allowance up to £312 per annum. Removal expenses will be considered for the successful candidate.
Forms and further details obtainable from the Principal's Secretary and completed applications should reach the Principal at the College by 8 October, 1976.

Adult Education

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

HEAD OF THE SHIREDEN CENTRE

See Youth and Community Service Section for further details.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMMUNITY EDUCATION TUTOR for Linton/Village Colleges. See YOUTH & COMMUNITY SERVICE

CHESHIRE
COUNTY COUNCIL
MACCLESFIELD DISTRICT
LAND PART OF CONGLETON)
AREA ORGANISER for Further and Adult Education
Persons with successful teaching and/or organising experience seeking a challenging position in innovation and imagination are invited to apply for the above post.
The Area Organiser will be operationally based on the Macclesfield College of Further Education but will have strong links and support facilities in the Macclesfield District Headquarters.
Salary scale: £4,806 to £5,643, plus £312 supplement (equivalent to Group 1 Head of Department).
Car, disturbance and removal allowances payable.
Further particulars and forms of application obtainable (stamped addressed envelope) from the Principal Officer, Education Office, County Offices, Chapel Lane, Wilmslow SK9 1PF (to whom they should be returned).
Closing date, 30th September, 1976.

DEVON
BRAUNTON SCHOOL AND COMMUNITY COLLEGE
(Number on roll 660)
COMMUNITY TUTOR (adult) required January, 1977, to organise, in conjunction with the Community Tutor (Youth), the formal and informal college activities in Braunton and the surrounding area.
This is a challenging post, suitable for a graduate or non-graduate, with initiative and enthusiasm. The person appointed must be prepared to give generously of time and energy.
Salary Scale F.E. Lecturer Grade 1, £5,379 to £6,399 per annum.
Application forms and further particulars (stamped addressed envelope, foolscap) from the Warden, returnable by 1st October, 1976.

HARROW
Boro. under Colleges of Further Education

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTH LAMBETH ADULT EDUCATION INSTITUTE

Required as soon as possible, a Full-time Tutor-Organiser to expand and consolidate an Adult COMMUNITY EDUCATION Programme based on Vassall Centre, Oval. Experience in the work of the neighbourhood and flexibility of approach essential.
Salary Scale to be confirmed within the range £5,379 to £6,477 per annum, plus £312 supplement and London fringe area allowance up to £312 per annum. Removal expenses will be considered for the successful candidate.
Application forms and further details, returnable by 1st October, 1976, from the Senior Administrative Officer, South Lambeth A.E.I., Dick Sheppard School, Tyne Hill, SW2 5QA.

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTH LAMBETH ADULT EDUCATION INSTITUTE

Required as soon as possible, a Full-time Tutor to teach LITERACY SKILLS to adults and help to expand the existing literacy scheme. Experience in tutoring adult literacy is essential and knowledge of the educational problems of the area would be an advantage.
Salary under the Burnham Scale, on an incremental scale within the range £5,379 to £6,477 plus London Fringe Allowance and £312 supplementary.
Assistance may be given towards household removal expenses.
Details and application forms, returnable by 1st October, 1976, from the Senior Administrative Officer, South Lambeth A.E.I., Dick Sheppard School, Tyne Hill, SW2 5QA.

Community Homes and Associated Institutions

Headships and Deputy Headships

LANCASHIRE
COUNTY COUNCIL
SOCIAL SERVICES

DEPUTY HEAD

BLACKBURN HOUSE
Hoyle Lane, Blackburn

Salary scale £8,109 to £9,117 plus £312 supplement.
Blackburn House is a community home providing for boys aged 10 to 15 years.
Due to the promotion of the present holder, a vacancy will become vacant on the 3rd September, 1976.
The Deputy Head will share responsibility for the educational programme of the unit.
For informal discussion please contact the Headmaster, Mr. Ian Kinsley.
Application forms and further details available from the Director of Social Services Department, Environmental Services Agency, Fishergate Hall, Preston, to be returned by the 25rd October, 1976.

Derby Lonsdale College of Higher Education

Principal

Applications are invited for the post of Principal of this new voluntary College of Higher Education formed by the merger of the voluntary Bishop Lonsdale College of Education and the local authority's College of Art and Technology. The College is to be administered by a Trust with its own Governing Body from April 1 1977.

The post offers an opportunity for a person of good qualifications and experience in Further and Higher Education to develop an institution of a unique character.

The successful candidate will be expected to take up appointment as soon as possible.

It is likely that the salary will be in the middle of the range for a Group 9 College (£11,650-£12,168). A Principal's house can be made available.

Persons interested in applying or who would wish to submit names for consideration are invited to write to the Director of Education, (ref. CWP), Education Department, County Offices, Matlock, Derbyshire.

DERBYSHIRE
County Council

CHELMER
Institute of Higher Education

(Incorporating Brentwood College of Education and Mid-Essex Technical College and School of Art)

Applications are invited from suitably qualified and experienced staff for the following academic appointments:—

FACULTY OF SOCIAL SCIENCES

HEAD OF DEPARTMENT OF SOCIAL STUDIES

Grade III salary scale: £6,543-£7,335 p.a.
To coordinate the Social Work Section (which offers the 3-year C.Q.S.W. course and has a commitment to devise 2-year courses), the General Studies Section (which will coordinate this work throughout the Institute), and the Information Sciences Section (which offers a range of courses in Communications and Library Studies). Candidates should have distinctive academic qualifications relevant to one or more areas of work of the department and significant successful experience of teaching one or more courses which the department will control.

PRINCIPAL LECTURER IN SOCIAL WORK

Salary scale: £6,252-£6,954, bar-£7,680 p.a.
Applicants should have substantial experience of course development and be capable of teaching to degree level and should be professionally qualified social workers. The person appointed will lead a newly established Section within the Faculty and be responsible for developing training courses for professional and paraprofessional social workers.

Application form and further particulars from the Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford CM1 1LL—to be returned by Friday, 1 October, 1976.

Required as soon as possible:

SENIOR LECTURER IN EDUCATION

with special reference to the

Sociology of Education and Counselling

The person appointed will be required to make a major contribution to the teaching and supervision of students attending in-service Advanced Diploma and BEd(Hons) courses.

Applicants should possess a degree at Honours or Master's level; a teaching qualification, some experience of research in education, and experience of teaching in further/higher education.

Salary: Senior Lecturer, £6,543 to £7,725.

Application forms and further particulars from the Senior Administrative Officer, Bolton College of Education (Technical), Chadwick Street, Bolton BL2 1JW, to whom completed forms should be returned by October 1, 1976.

Bolton College of Education (Technical)
Chadwick Street
Bolton BL2 1JW

COMMUNITY HOMES *continued*

Other Appointments

BIRMINGHAM SOCIAL SERVICES

CRAFT TEACHER ENGINEERING INSTRUCTOR

for SHAWBURY SCHOOL, a community home with school for adolescents aged between 15 to 19 years, the school is situated in a pleasant country area on the Staffs./Shropshire/Warwickshire.

The appointment offers a wide and interesting scope for those with practical skills in working of young men and their social rehabilitation.

Applicants should have a sound background of workshop experience and the ability to teach basic metal work and a general craft approach to engineering subjects.

The successful applicant will be employed with machinery, use and care of welding equipment.

Salary scale dependent upon qualifications would be to £4,104 to £4,596 per annum after three years' satisfactory service, rising to £4,833 to £5,325 per annum after three years' satisfactory service in the grade. Starting point according to qualifications and experience.

In addition there is a salary supplement of £312 per annum and an additional allowance of £207 per annum in return for 39 hours attendance per week.

Applications forms are obtainable from the Personnel Officer, City of Birmingham Social Services Department, Aston Lodge, Aston Road North, Birmingham 18 3EE. Tele.: 061-327 1661, Ext. 460.

Closing date: 4th October, 1976.

BRADFORD (City of)
METROPOLITAN BOROUGH OF
CLASSIFIED ASSISTANT MASTER/MISTRESS
£5,007 to £5,967, qualifying bar at £5,595, plus £312 per annum Development
Post reference SSN/MH/TM/TEB.
MORLEY HOUSE COMMUNITY HOME SCHOOL
Newsome Road, Batley, West Yorkshire
Two posts of HOUSEMASTER (an wife) to be responsible for the welfare of 20 boys disturbed and deprived children, and to assist in the admission, training and general management of the school as a unique therapeutic community. The boys are accommodated in two houses each with separate staff. Both housemasters will have responsibility for the social, emotional and physical needs of the boys, co-ordinating the boys within the framework of the house.
Applications are invited from professionally trained persons who can further the aims of the school through their qualifications, experience and enthusiasm. Although this is a non-teaching post applications from teachers are welcome.
Post of
The Housemaster will join a mixed team of residential Social Workers in the unit for 20 boys. An unfurnished three-bedroomed, detached, centrally heated house is available at a nominal rental.
Post II
The Housemaster will join a staff of six in the unit for 20 boys. For this a non-furnished, centrally heated bungalow is available, also at a nominal rental.
Salary range for each position is £5,007 to £5,967 plus £312 per annum supplement, plus £207 per annum supplement in return for 39 hours duty per week.
Application forms and further details of statutory holiday allowance.
Informal discussion of these posts by potential applicants welcomed by the Headmaster, Mike Ash.
Application forms may be obtained from the Assistant Director, Personnel Office, 7th floor, Provincial House, Tyrrel Street, Bradford BD1 1NE.

HAMPSHIRE
SOCIAL SERVICES
WOODCOTE: PART-TIME DIRECTOR
WINTON HOUSE COMMUNITY HOME
Winchester
Apply for the position for a qualified and experienced person to undertake and develop a residential workshop, on the staff of the above Community Home for children aged 10 to 16 years.
The successful candidate may be resident or non-resident.
Salary: Senior Teachers—Burnham Scale 3. Plus Community Home with Education allowance. Instructors/Supervisors Scale £2,193 to £2,574 per annum, will be paid.
Prospective candidates are invited to contact the Principal (Mr. J. Shelton) for an informal discussion or visit. Telephone Winchester 52059.
Application forms are obtainable from the Personnel Officer (SS), Social Services Department, Elizabeth House, The Valley Centre, Winchester. Completed forms should be returned by 4th October, 1976.

Assessment Centres

NEWHAM
LONDON BOROUGH OF
LEVEL HEALTH ASSESSMENT
Ashtead Road, Chadwell Heath
Hospital
Applications are invited from full- and part-time staff for a post in the above Assessment Centre.
The post is in a modern purpose-built establishment with the function of assessing children of pre-school age range of pupils is 12-16.
The rate of pay is that for a teacher under the Burnham Scale plus an allowance of £564 per annum.
The teacher is required to work 16 hours per week extraneous duty.
Further details may be obtained from the Principal.
Application forms and further details of appointment from local educational authority should be returned to J. B. Wilde, M.A., Ph.D., Director of Social Services Department, Broadway, Stratford E15 1NH.

ST. JOHN'S SCHOOL, APETHORPE, PETERBOROUGH

General Subjects Teacher with an interest in Remedial work

Salary: Burnham Scale 2, plus £564 Community Home Schools Allowance, £879 Extraneous Duty Allowance
Local Authority housing accommodation may be available in the vicinity.
This Community Home School set in a large mansion in delightful grounds, provides residential care and education for approximately 80 senior boys. This school has well established educational and trade training departments and excellent sporting facilities including a swimming pool. A full scale development programme is about to start at the school which will eventually create four living units.
For an informal discussion telephone Mr. L. Pullan, Kings Cliffe 263.
Application forms from Personnel Officer, County Hall, George Row, Northampton, tele 34033 Ext. 5237.

Northamptonshire
Social Services

Education Department—Re-advertisement

Required from January 1, 1977.

Education Officer, H.M. Prison, Nottingham

The successful candidate will be Senior of three full-time education staff at this closed male prison.

Salary scale, Head of Department Grade II. £5,652 to £6,444 plus £312 supplement per annum.

Application form and further details are available from the Director of Education (FS2), Further Education Department, Exchange Buildings South, Cheapside, Nottingham NG1 2DF.

Closing date, Monday, September 27, 1976. Previous applicants may re-apply by letter stating their wish to be re-considered for the post.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
YOUTH & COMMUNITY SERVICE
Applications are invited from suitably qualified and experienced Candidates, including teachers with experience in youth work, for two posts of AREA YOUTH & COMMUNITY TUTOR in the South of the County including one who will be responsible to the Area Youth Officer, in the development of the Youth Service in the Luton area. The posts offer excellent opportunities in a progressive Youth Service to anyone interested in obtaining the requisite experience for an ensuing post. Opportunities to attend in-service training and regular summer sessions are offered. Assistance will be given towards approved removal expenses, legal and estate agents' fees, and housing allowances.
Salary within the A.N.C. Basic Scale £3,453 to £4,596 (bar) £4,926 plus £312 per annum.
Application forms and further details available from Area Youth & Community Officer, Area Office, Wenlock Barn, Wenlock Barn Lane, Luton, Bedfordshire LU2 7SE, to whom completed forms should be returned as soon as possible.

Assistant Youth & Community Leaders—Burnham Scale 3. Plus Community Schools Allowance. Plus Responsibility Allowance. Instructors/Supervisors Scale £2,193 to £2,574 per annum, will be paid.
Prospective candidates are invited to contact the Principal (Mr. J. Shelton) for an informal discussion or visit. Telephone Winchester 52059.
Application forms are obtainable from the Personnel Officer (SS), Social Services Department, Elizabeth House, The Valley Centre, Winchester. Completed forms should be returned by 4th October, 1976.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

HEAD OF THE SHIREDEN CENTRE

Burnham 1976 Lecturer Grade II scale £5,379 to £6,477 per annum. The starting point on appointment will vary according to suitable experience.
The successful applicant will be responsible to the Principal of the Saltley Institute for the development of youth work in the adult education, youth and community service provision of the neighbourhood Shiredon Centre. He or she will be invited to be involved with the development and co-ordination of a growing programme of adult education, youth and community activities in the neighbourhood of the Centre.
Application forms and further details of appointment from Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU, quoting reference AEYC/8107, to whom they should be returned, duly completed, by 1 September 1976.
There is a scheme for assistance with removal expenses.

BROMLEY
London Borough of
EDUCATION COMMITTEE
YOUTH AND COMMUNITY WORKER
A qualified YOUTH WORKER is required as soon as possible for one of the Authority's purpose-built Youth Centres.
Adequate part-time leadership and clerical assistance.
Salary: N.J.C. range 3, £3,126 to £3,717 (inclusive of London Weighting and C.W.S. supplement).
Assistance with removal and other expenses in possible within the terms of the Council's scheme.
Further particulars and application forms from Chief Education Officer (YS), Bunnymeade, Bromley Lane, Chislehurst, Kent BR7 6LH. Telephone enquiries to the Youth Service Officer (01-467 3561).

CAMBRIDGESHIRE
CAMBRIDGE AREA
KEY CO-ORDINATOR OF VILLAGE COLLEGES
LITTLEPORT VILLAGE COLLEGE
Applications are invited for January 1977 for the post of FULL-TIME YOUTH & COMMUNITY EDUCATION TUTOR.
Salary on Burnham F.E. Lecturer I scale to £5,379 to £6,399 per annum.
The successful candidate will assist in the organisation and development of all aspects of Community Education in the College and area, but should have a special interest in youth activities.
Application forms and further details (stamped addressed envelope) available from the Warden to whom they should be returned by October 20th.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION

SWADELANDS SCHOOL
Lenham
(600 mixed, 11 to 16-plus)
YOUTH LEADER (Scale 3) at Swadelands School, Lenham, to teach and help develop a wide range of activities based on the Youth Wing, forming part of the school complex. The school, which is of modern design, is in pleasant rural surroundings, 6 miles across the Weald from Maidstone and 7 miles from Ashford. The appointment involves a wide variety of duties and skills and will be considered for full-time youth and community work.
Application forms and further details of appointment (C.E.O.F. 0.4/76) to be returned to the school as soon as possible.

The school is seeking someone who recognises the importance of youth education and is capable of leading young people and initiating a team of part-time leaders to develop the resources of the Youth Wing. This appointment will be made in consultation with the Kent County Youth and Community Service.
Any application forms and further details are available from the Principal on receipt of stamped addressed envelope.

LANCASHIRE
EDUCATION COMMITTEE

YOUTH SERVICE

SKELMERSDALE (Seconded to Y.W.C.A.) immediately.

YOUTH WORKER
(Ages 21 to 25)

Forms further details (from) returnable to The District Education Officer, Greaby Buildings, Derby Street, Ormskirk, Lancs.

PENWORTHAM COUNTY SECONDARY SCHOOL
YOUTH & COMMUNITY TUTOR

Salary within the Range N.J.C. Range 3, (min) £3,126 to £3,717 (bar) £4,047 (max) £4,596 per annum.
Further details from: District Education Officer, East Cliff County Offices, Preston PR1 3EU.

LIVERPOOL
CATHOLIC YOUTH SERVICE
ARCHBISHOP OF LIVERPOOL
Applications are invited for the SECRETARY TO THE YOUTH CLUB.
A specialist YOUTH WORKER for the purposes of Hostel.
Details from Fr. J. P. Harnett, Wavertree Vicarage, 2 Church Drive, Liverpool L17 3AL. Secretary sale.

NORTHAMPTONSHIRE
COUNTY COUNCIL
LEISURE DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Appointment of SENIOR YOUTH AND COMMUNITY WORKER (or YOUTH AND COMMUNITY WORKER) at HEADING with Youth and Community Work experience for this post. The person appointed will be based at the Corby Youth and Community Centre, and will be responsible for the social education of young people and the development of the Community in the northern part of Corby.
Salary scale to be according to the Joint Negotiating Committee scale for Youth Service Range 3, £3,717 to £4,596 per annum (plus £312 per annum supplementary payment) according to experience. Starting point according to experience.
Appointment at SENIOR YOUTH AND COMMUNITY WORKER (or YOUTH AND COMMUNITY WORKER) at RUSHDEN with Youth and Community Centre and will be responsible for the social education of young people and the development of the Community in the Rushden area.
Salary scale to be according to the Joint Negotiating Committee scale for Youth Leaders Range 3, £3,717 to £4,596 per annum (plus £312 per annum supplementary payment) according to experience. Starting point according to experience.
Applications are invited from qualified persons for the post of YOUTH & COMMUNITY WORKER at the Kingsley Park Community Centre and will be responsible for the social education of young people and the development of the Community in the Kingsley Park area.
Salary scale to be according to the Joint Negotiating Committee scale for Youth Leaders Range 3, £3,717 to £4,596 per annum plus £312 per annum). Starting point according to experience.
Forms of application and further particulars of these posts can be obtained from the Headquarters of the Youth Service, 1 Princes Street, Northampton, to whom completed applications should be returned within 14 days of the appearance of this advertisement.
W. J. Henley, County Education Officer, Lodge of Community House, Tanfield Lane, Northampton, Northampton.

RUNCORN
YOUTH AND COMMUNITY WORKER
JNC. Range 3, £3,295 to £3,966 plus supplement of £312 per annum.
Applications are invited from qualified persons for the above post to serve a team of Youth and Community Workers in the Runcorn Youth and Community Service. The person appointed will be based at Runcorn Area Office adjacent to Runcorn Library and will be responsible to the Area Youth and Community Officer for the work of Youth and Community Workers and centres.
Assistance with rented housing and removal expenses is normally available.
Application forms and further details are available from the District Education Officer, Cheshire County Council, Halton Area, Grosvenor House, Shopping City, Runcorn WA7 2HX.
Closing date: 30th September.

WARWICKSHIRE
COMMUNITY TUTOR

KINGSBURY SCHOOL
Tanworth Road, Kingsbury
(12-16 Comprehensive, 400 on roll)

New post particularly suitable for experienced youth worker with initiative developing community education at this newly reorganised school including responsibility for managing Youth Club and Sports Hall.
Salary J.N.C. range 3, £3,126 to £3,717 (inclusive of London Weighting and C.W.S. supplement).
Assistance with removal and other expenses in possible within the terms of the Council's scheme.
Further particulars and application forms from Chief Education Officer, Shire Hall, Warwick CV34 4RR, quoting reference 1/YS. Telephone enquiries to the Youth Service Officer (0926 29561).

WOLVERHAMPTON YOUNG VOLUNTEERS

SOCIAL EDUCATION WORKER

(or their social education particularly aim to enable young people to acquire the skills, knowledge and confidence to question, care about and participate in community affairs. The work is done in conjunction with local secondary schools. The person appointed will share responsibilities with the present worker and will also be a member of Wolverhampton Young Volunteers team of five other community workers. WYV is part of the Young Volunteer Force Foundation, the national community work and youth work organisation.
Applicants must have experience of working informally with young people and should have an understanding of the education system. Starting salary from £3,126 according to experience.
Apply: The Marshall, WYV, 7 Leonard Street, London, E.C.2.A. 01-683 0064. Closing date, 25 September.

Overseas Appointments

ARGENTINA
Buenos Aires
ST. GEORGE'S COLLEGE
A co-educational Public School in membership of the Headmaster's Conference
Headmaster: C. G. Graham, Esq., M.Sc., F.R.G.S.
Applications are invited from both single TEACHERS and married couples to fill vacancies for posts commencing from late February 1977. The candidates appointed will be required between them to take the following subjects:
(a) MATHEMATICS to "A" level.
(b) SCIENCE to "A" level or (c) CHEMISTRY to "O" or "A" level.
(d) Either ENGLISH or HISTORY to "O" or "A" level.
Some teaching of general subjects up to "O" level will be required.
Candidates should preferably be between 25 and 35 years old and should have a degree and preferably teaching experience.
Further information, including salary and conditions of service and forms of application may be obtained from the Director of Studies, Overseas Service, 21 Buckingham Gate, London SW1E 6LS (telephone 01-834 1151).

KINGSWOOD SCHOOLS, BRISTOL

An ASSISTANT MATRON

(male or female)

is required to accept an interesting and key position as a coordinator in one of the three schools on our campus.
The Assistant Matron is needed to be the representative of the Senior Matron and Deputy in Kingswood Training School and will therefore be part of the management team. The training School provides for 180 boys mainly between the ages of 13-16 years in three house groups. There are two housemothers in each house and one relief. The school has all its own facilities as well as being able to draw on the central services and management team of Kingswood Schools.
Candidates should preferably be trained and/or experienced in residential or other child care, but maturity, qualities of tact, discretion and the ability to assist others to carry out difficult tasks are more important than formal training or specific job experience.
We would like the successful applicant to live resident and can provide a modern self-contained furnished flat for a single person on full board residence terms at a present charge of £372 p.a. Possibility of a three-bedroomed unfurnished house for a married person at a present rental charge of £204 p.a. Removal and re-location expenses payable in appropriate circumstances.
Salary: (R.C.C.O. Grade 1) £2,283-£2,841 inclusive of annual salary supplement. Additional payment of £150 p.a. for degree or residential child care, teaching or similar qualification.
Mrs. F. Collinson, Senior Matron, would welcome inquiries from potential applicants.
Application forms and further details from Mrs. G. Monres, Kingswood Schools, Britannia Road, Kingswood, Bristol BS15 2DA. Tel.: (0272) 672257, ext. 204.

Observation and Assessment Centres

Two new observation and assessment centres with education on the premises are to be opened by the Social Services Department in the near future. Education units will be on the integral part of each centre and the teaching staff will play an active part in educating, assessing and caring for children.

1. Moorfield

Situated in Ilkeston on the southern boundary of Derby. This centre will cater for up to 28 children of mixed ages and sexes in three house units and a two bedded secure unit.

2. Greenacres

Is a open-plan centre, situated in Clay Cross, catering for up to 25 difficult and disturbed older adolescent boys. In two house units and a two bedded secure unit.

The following staff are required in each centre from January 1977 (earlier if possible in the case of Moorfield).

Teacher-in-Charge
Burnham Scale 3

Responsible to the Superintendent for devising and implementing a programme of education and assessment suited to the needs of disadvantaged children in care.

Three Teachers
Burnham Scale 1 + Special Class Allowance

To assist the teachers-in-charge in running the education units.

Application forms and further particulars from the Director of Education, County Offices, Matlock, Derbyshire, to be returned within 14 days of advertisement.

DERBYSHIRE
County Council

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST THOMAS MORE'S COMMUNITY HOME

WEST GRINSTEAD, SUSSEX

provides a positive caring environment to assist boys aged 10-16 years in three house units to develop socially, educationally, and emotionally. The staffing establishment allows opportunity for personal contact between staff and boys which is essential to the care these damaged youngsters require.

Applications are invited from married or single candidates, preferably of the Roman Catholic faith, for the positions of RESIDENT or NON-RESIDENT:

SENIOR RESIDENTIAL SOCIAL WORKERS

(qualified experienced persons)

Salary on Scale, £3,474 to £3,957 p.a. plus £312 Supplement.

RESIDENTIAL SOCIAL WORKERS

(experienced persons)

Salary on Scale, £2,607 to £3,366 p.a. plus £312 Supplement.

S.J.A.C. Conditions of Service 6 weeks' annual leave ACCOMMODATION. Full board and lodging for single persons at the inclusive charge of £411 per annum. Three-bedroomed house available for married applicants at standard rental of £204 per annum inclusive of rates. INFORMAL PRELIMINARY VISIT AND DISCUSSION can be arranged by contacting the Principal. Tel. Partridge Green 710265.

Further details and application forms obtainable from:—
The Director,
Southwark Catholic Children's Society,
Russell Hill Road,
Purley, Surrey CR2 2XB.

Suffolk County Council

YOUTH SERVICE

District Youth Worker

Salary JNC Range 3 Points 3-7
(£3,966-£4,440)

Experienced person required for post based at Leiston Youth Club. Duties include support for part-time staff in main club and at clubs in surrounding district. Development an essential feature.

Send s.a.e. for further details to: County Education Officer (PJS), Grimwade Street, Ipswich, or telephone Ipswich 55801 ext. 413. Applications to be returned by 30th September, 1976.

TRELAWNY YOUTH AND COMMUNITY CENTRE

PLYMOUTH READVERTISEMENT

Applications are invited for the newly constituted post of Senior Youth and Community Warden of this Centre which formerly consisted of a Community Centre and an adjacent but separately managed Youth Centre.

The successful applicant, working closely with the Local Management Committee and aided by one full-time and several part-time staff, will have the task of developing and extending the Centre as a unified organization. A candidate is therefore sought who will combine undoubted administrative and leadership skills with the ability to perform an educational role in the context of informal situations with both adults and young people.

The appointment will be in accordance with the Burnham Further Education Scale of salary for Lecturer Grade 2 (£3,591 to £5,805). Conditions of service will be in accordance with the Joint Negotiating Committee document for Youth Leaders and Community Centre Wardens.

Previous applicants should reapply if they wish to be considered.

Application forms and further particulars may be obtained from the Area Education Officer, (West Division), Education Offices, Civic Centre, Plymouth PL1 2EW, and should be returned by 8th October (please enclose a stamped addressed envelope).

DEVON

STATES OF JERSEY EDUCATION COMMITTEE

YOUTH SERVICE

Applications are invited for the following posts:—

(1) Youth and Community Worker

to specialise in unattached work. This is a new appointment to our small but very effective full-time team, and the person appointed will need to see his or her work role as an integral part of the island's Youth Service. The worker will be based at Fort Regent with responsibilities within the town of St. Helier. For a worker with the skills required plus the ability to work hard this is an exciting and challenging post.

This appointment is for a period of three years.

Salary—Qualified £2,637-£4,008
Unqualified £1,989-£2,313

(2) Youth and Community Worker

for a new appointment to specialise in Youth Work—West of the Island. The Worker will be based at the New Communicare Centre, sponsored jointly by the Anglican/Methodist Church, and will have responsibility to support and coordinate youth work in the area. This is an exciting and challenging post calling for flexibility in skills, imagination and ability to work hard.

Salary—Qualified £2,172-£3,537
Unqualified £1,989-£2,313

For further information and application forms, apply quoting application "A" to: Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I.

OVERSEAS Appointments continued

SWAZILAND
WATLORD-RAMBLADA SCHOOL
If you speak ENGLISH, MATHEMATICS, CHEMISTRY or PHYSICS and wish to participate in the challenge of a multi-racial, co-educational private boarding school in Southern Africa we would be glad to hear from you.
The English, Mathematics and Chemistry posts are for Senior Teachers able to teach to "O" and "A" level of the Cambridge Overseas School Certificate. Commencing date is mid-January 1977.
Applicants should be willing to participate in boarding duties and/or games activities.
Salaries are based on the Swaziland Teachers scale (graduate with Teacher's Certificate R8,300 by 1977/8 to R9,402 maximum). Accommodation provided at nominal charge and extra allowances for special responsibilities.
Applicants should forward names of referees, testimonials and curriculum vitae to the Headmaster, Waterford-Kamhlaba, P.O. Box 62, Mbabane, Swaziland.

URUGUAY
THE BRITISH SCHOOL
Montevideo
A co-educational independent day school of 1,160 pupils aged 5-18 (Headmaster, P. D. Snape, Esq., M.A.).
Applications are invited for an appointment to teach MATHEMATICS to "O" level and International Baccalaureate from March, 1977. Candidates will have suitable experience and an interest in developing extra curricular activities.
Salary will be based on current Burnham Scale 1. Overseas allowance in sterling of 25 per cent of salary and rent allowance. Passages paid on appointment and termination (F.R. superannuation. Contract provisionally from March, 1977 to December, 1979, renewable.
For further information and an form please write to Mrs. Pamela Hendon-Thomas Services, 1 Buckingham Street, Piccadilly, London, WC2N 6DU, or telephone her on 01-930 4101.

BOTSWANA
BIOLOGY TEACHER
Lady TEACHER required early in 1977 to start up Biology Department and teach Biology to "A" level. Applicant must have an honours degree and not less than five years' teaching experience. Appointment is at Mara 2 Phase, an independent, multi-racial, co-educational boarding school founded in 1975, located just outside Gaborone. The staff and student population is drawn from the domestic side, while social service to the local community is an integral part of the school programme. Phase 2 school has been constructed to the U.K. specification and is now functioning with a fully developing country curriculum. Non-racialism is strictly enforced. A strong cross vocation is sought.
Applications with full particulars to be sent to: The Secretary, The Mara 2 Pula Trust, 40 Holborn Viaduct, London EC1P 1AJ.

PORTUGAL
Algarve, Portugal
An HISTORIAN to teach to "A" level and offer one subject to "O" level. This position is for September, 1976, or as soon as possible but a January posting would be considered.
Accommodation available, plus extra for a small family.
Please reply with a full c.v. to: M. P. Hawkins, B.A., Priory Gate Road, Dover, Kent. Letters of application should contain a phone number if possible.

TANZANIA
THE INTERNATIONAL SCHOOL OF TANGANYIKA
requires two TEACHERS of infants or lower juniors, for January 1977. Applicants should have at least two years' experience.
Two-year contracts, passages paid, furnished accommodation and overseas allowances offered.
Write for information or make direct application giving qualifications, experience, and names of referees, to the Registrar, P.O. Box 2651, Dar es Salaam.

TURKEY
Lively and imaginative ENGLISH TEACHERS required for co-educational school in Turkey. Candidates should be English or Education Graduates, or teacher-trained, with 3 certificate to teach English. Term commences 1st January, 1977. Passages paid, furnished flats, pensions and health insurance.
For details, and certificates, reference and recent photograph to: Miss Cemalcan Cihaca Lisesi, Beybal, Bursa, Turkey.

TEACH IN CANADA
Want a change? A School Division in Manitoba, Canada, requires a certified Intermediate teacher to begin September 1st, 1976. Must be capable of teaching Mathematics, Typing and Shorthand.
Minimum annual salary $9,000. Interchangeable with Canadian dollars.
Apply: Application by telephone, photographs, references, and telephone number.
Apply by air mail to Superintendent, Box 520, Gladstone, Manitoba ROH 0TO, Canada.

FRANCE
A SALE ELECTRICAL ENGINEERING required for research supervision and some teaching responsibilities. Strong background in mini computer/micro processor software and design of in solid state electronic devices and their applications.
Native English or American speaker. Good French (fluency).
Salary 50,000 French francs for the academic year. Beginning October.
Write immediately to Dr. Hildebrandt, Balzac, 81 rue Falguière, Paris 15e.

GREECE 76/77
A superb opportunity to work abroad from October, for over six months with all expenses paid, and a very generous personal allowance, living with a professional family in Athens. You are needed to formally interview the applicant and written ENGLISH of two children viewed and you must speak fluent English. You must be a professionally trained TEACHER with at least one year's recognised work with young children.
Please write, giving full personal details and photograph in David Lovell, 1 Oak Lane, London N2 8LE.

ITALY
Girls, if you have a good English accent, knowledge of grammar, a good sense of humour and like teaching, there is a place for you at our English schools in Italy. Apply ASSISTANT in ENGLISH LANGUAGE. Knowledge of Italian not necessary.
Write for information to International Society for Man's Schools of Languages, Staff Office, Via Indipendenza, Bristol 74100 Italy.

AFRICA
TEACHERS call subjects urgently needed by Catholic missions around throughout Africa. We require practising Catholics who can express their commitment through dedicated service in this challenging worthwhile work. Volunteer basis.
Please send postage for reply, VAM, 1 Victoria Road, London NW4 3SA.

AUSTRALIA
THE GEELONG COLLEGE
Victoria, Australia
VICE-PRINCIPAL (man or woman).
The present Vice-Principal, Mr. M. F. Murray, has been appointed Headmaster of the Wesley College, South Australia.
Application may be obtained from the Principal's Secretary, The Geelong College, Geelong, 3220, Victoria, Australia.

SOUTH AFRICA
ST. ALBAN'S COLLEGE
Pretoria
Vacancies exist as from 1st January, 1977, to teach BIOLOGY and/or PHYSICAL SCIENCE to Matric. Candidates with academic and games perquisites and exceptionally good conditions of service.
Apply immediately to The Headmaster, Box 1, Alkantrant, 0007 South Africa.

AUSTRALIA
Qualified MONTESSORI TEACHER for Montessori pre-school nursery/primary, Sydney, Australia. Salary $7,500 to $10,000 Aust. Holidays, 10 weeks.
Write: The Secretary, Camera-Bell Montessori School, 11 Clarkson Crescent, Mosman, 2088, N.S.W., Australia.

FRANCE
THE BERLITZ SCHOOL
Paris
Required ENGLISH TEACHERS for posts commencing October/November/December. Min. age 25. Min. qualifications RSA Teaching Diploma.
Write or ring for information to Mrs. Bernard, 9 Belmont Square, London W.1. 01-493 1781.

ITALY
Required, women TEACHERS in speech ENGLISH, work to begin in September and October for the School at Lecco and Iseo.
Write: International Institute Bettanini, 13 Viale Lecco Italy. Tel. 0341-23017.

WEST GERMANY
ENGLISH TEACHER required by Berlitz language school, 495 Minden, Deichst 12, West Germany.

The British Council

invites applications for the following posts:

Head of Welding Section (Bahrain)

Manama Boys' Technical Secondary School
Candidates, men only, must have a C & G (FTC) and 5 years' practical experience.
Required as soon as possible.
Salary: £3468-£4563 pa; local tax free.
Benefits: free furnished accommodation; overseas and children's allowances.
Two-year contract renewable.

76 AS 42

Teacher of English (Oman)

British Council Centre, Muscat
To teach English, mainly at elementary and intermediate levels.
Candidates, single men preferred, should have a degree and TEFL qualification.
TEFL experience desirable but newly qualified graduates will be considered.
Salary: £3431-£4875 pa
Benefits: overseas and children's allowances; free furnished accommodation.
Two-year contract renewable.

76 AO 133

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN, SAUDI ARABIA

The Department of Mechanical Engineering, University of Petroleum and Minerals, Saudi Arabia, will have positions open in the academic year 1977/78, starting 1st September, 1977, for:

INSTRUCTORS IN
MECHANICAL ENGINEERING WORKSHOP PRACTICE (DRAUGHTING, MACHINE TOOL OPERATIONS, METROLOGY, WELDING, FOUNDRY, ETC.)

Acceptable qualifications include M.Sc., B.Sc., Higher National Certificate or Diploma, Technological Certificate of the City and Guilds of London Institution or equivalent, together with a technical teachers certificate. Thoroughly modern shop facilities.
Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Dhahran each two year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. Tax-exempt earned income without Saudi taxes. Tax-month duty each year with two-month vacation paid and possibility of participation in university's ongoing summer programmes with adequate additional compensation.
Apply with complete resume on academic and professional background, list of references, publications and research details, and with copies of degrees/testimonials, including personal data, such as nationality at birth and current, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:—

Dean of Faculty & Personnel Affairs
University of Petroleum & Minerals
Dhahran Saudi Arabia

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN, SAUDI ARABIA

The University of Petroleum & Minerals, Dhahran, Saudi Arabia, invites applications for:

TESL POSITIONS

QUALIFICATIONS: M.A. TESL/Applied Linguistics
EXPERIENCE: Minimum two years in TESL
DESCRIPTION OF DUTIES: Teaching English to Post-Secondary school students with Elementary to Intermediate proficiency at the University of Petroleum & Minerals.
BEGINNING DATE: September 1, 1977.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Dhahran each two year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All earned income without Saudi taxes. Ten-month duty each year with two-month vacation paid and possibility of participation in University's ongoing summer programmes with adequate additional compensation.
Apply with complete resume on academic and professional background, list of references, and with copies of degrees/testimonials, including personal data, such as, nationality at birth and current, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:—

Dean of Faculty and Personnel Affairs
University of Petroleum & Minerals
Dhahran, Saudi Arabia.

MINISTRY OF DEFENCE

HEADSHIPS MIDDLE SCHOOLS IN THE FEDERAL REPUBLIC OF GERMANY FOR JANUARY, 1977

Applications are invited from appropriately qualified and experienced men and women for the Headships of the following Group 6 and Group 7 Middle Schools.

JOHN BUCHAN MIDDLE SCHOOL SENNELARGER (Group 7)

A mixed purpose built school which opened in September, 1974. The school caters for the children of British Servicemen and women and sponsored civilians at RAF Sennelarger and Padderborn area. There are currently 553 children with a staff of 31.

CHESHIRE MIDDLE SCHOOL BRUGGEN (Group 6)

A mixed purpose-built school which opened in September, 1974. The school caters for the children of British Servicemen and women and sponsored civilians at RAF Brüggen which is on the German/Dutch border. There are currently 463 children with a staff of 27.

SALARY is in accordance with the current Burnham Scale between £6,036 and £6,660 for Head Group 7 and between £5,583 and £6,207 for Head Group 6 per year plus London Allowance £402 and the £312 pay supplement.
FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable.
SUPERANNUATION: Normal rights are safeguarded
ACCOMMODATION: is provided rent free.
PASSAGE: Return passage is free.
DURATION OF ENGAGEMENT: The initial engagement is for three years.
All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.
Requests for application forms should be made on a postcard to:

SCEA

Ministry of Defence
CM(S)4(L)
Room 343
Lacon House
Theobalds Road
London WC1X 8RY

The closing date for the completed forms is 27 September, 1976.

AMA Association of Metropolitan Authorities

Under Secretary (Education)

£8,650-£11,000

(plus a London weighting)

The Association represents all metropolitan authorities in London and the other large conurbations—some 57 local education authorities, serving 20 million people.

The Under Secretary for Education works to and with the Education Officer. Together they advise the Association's Education Committee and act on behalf of the Association, and of the Council of Local Education Authorities, in consultations with government, in support of individual authorities, and in negotiations with other educational interests (notably the teachers).

Applicants must be able to show substantial successful experience in a local education department in England and Wales.

Salary in the range £8,650 to £11,000 (plus a London weighting).

Details and application forms from the Secretary, AMA, 36 Old Queen Street, London SW1H 9JE. Applications should be submitted by 11th October.

ilea INNER LONDON EDUCATION AUTHORITY

Inspectors of Business Education

(District Rank)

Salary range £8,680 – £9,526

Required to inspect and develop business related education: two posts.

☐ In the Authority's Schools to include courses in the clerical and secretarial skills and to be responsible for parallel courses in the Colleges of Further and Higher Education. (Post A).

☐ In the Authority's Colleges of Further and Higher Education to include courses leading to National Certificates and Diplomas and professional business qualifications. (Post B)

Applicants should have a graduate qualification and substantial relevant experience in teaching and in commerce or industry.
Salary range: £8,680-£9,526 (inclusive of London Weighting) with possible progress to £10,546.

Details and application forms from the Education Officer (EO/Estab 8A(1)), Addington Street Annexe, The County Hall, London SE1 7PB.

Forms to be returned by 1 October 1976. Please state for which post you are applying.

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

Primary Teacher Vacancy January 1977

NAPLES

Applications are invited from qualified assistant teachers, who are at present teaching in schools in the United Kingdom for a vacancy in Service Children's School, Naples.
The teacher appointed to this Scale One vacancy will be required to teach General Subjects to upper juniors and to be responsible for music throughout this Group 3 school.

NOTES
Salary is in accordance with current Burnham Scales plus London Allowance.
Superannuation—normal rights are safeguarded.
Foreign Service Allowance—a tax free allowance is payable.
Accommodation—is provided rent-free.
Duration of Engagement—Initial engagement is for three years.
All applicants should normally be resident in the United Kingdom.
Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.
Requests for application forms and further information should be made on a postcard or by telephone to:

SCEA

Service Children's Education Authority (P)AW3133
Teacher Appointments Section
IAE, Court Road,
Eltham, LONDON
SE9 5NR.
Telephone: 01-859 2112
Extension 238.

Administration

Local Education Authority

BEDFORDSHIRE
EDUCATION SERVICE
DARTMOUTH SEMINARY
Applications are invited for the following post: MARINE CADET/RN OFFICER.
Salary scale: up to £2,539 plus supplement of £312 per annum according to qualifications and experience.
Applicants should hold qualifications acceptable to the Local Government Training Board for training as a cadet officer and be prepared to undertake a one year full-time course. Preference given to candidates with previous relevant experience.
Application forms and further details from D. F. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, to whom they should be returned by 8th October, 1976. Quote ref. 2.

Closing date 1st October 1976.

HARROW
See under Colleges of Further Education.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER
APS Grade 4(2) to £6,609 per annum plus Car Allowance
Should be suitably qualified and have had relevant experience. Duties include assisting work on behalf of handicapped young people, and in training.
Application forms from the Principal Careers Officer, Careers Service Unit, Town Hall, Romford, RM1 3BL. Closing date 1st October, 1976.

NORTHUMBERLAND
COUNTY COUNCIL
ASSISTANT EDUCATION
£4,992 to £5,679 plus £312 Salary Supplement
The successful applicant will be responsible to the Director of Education and will work generally within the work of the Assistant Director (Further Education). The vacancy offers the opportunity to gain experience of educational administration and to gain varied experience of the work of an Education Department.
Applicants should be Honours Graduates or hold other equivalent qualifications and should preferably have some teaching experience.
Application forms, returnable 4th October, 1976, may be had from the County Education Officer, County Hall, Morpeth, Northumberland NE61 2EF, or from the Assistant Director (Further Education), Newcastle upon Tyne NE1 8HL.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION
ASSISTANT TO THE CHIEF ADMINISTRATIVE OFFICER.
Required at West Nottinghamshire Technical College/Mansfield College of Art. Applicants must be female; should be suitably qualified and experienced in Local Government procedures, preferably in a similar institution or Education Department.
Salary will be within the range of £3,624 to £3,984 per annum plus £312 supplement.
Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's Scheme.
Application forms and further particulars are available from the Chief Administrative Officer, West Nottinghamshire Technical College/Mansfield College of Art, Derby Road, Mansfield, Nottingham NG18 5NH, to whom they should be returned by the 1st October, 1976. Please quote ref. 114.

MANCHESTER
CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE
The Centre aims to help the education service and others develop the skills to deal with disadvantage in all aspects of education. Particular priority should be given to special problems created by the multi-racial character of communities and to the handicaps from which children suffer. Chairman of governors: Sir Alec Clegg, C.B.E.
Director: Mr. C. D. Haberis, M.A.
It needs staff who have relevant expertise to offer, commitment to work for the disadvantaged and talent to produce materials.
AUDIO-VISUAL EDUCATION
Officer required in January 1977 to develop the audio-visual resources of the Centre by both collecting and producing materials. Experience in education, personality and flair with special interest in resource development is looked for. The Officer will work with information and field staff; technical help will be available.
Local Authority Scale A.P. Grades 4 and 5 (£5,085 to £6,609 plus £312 supplement).
Further details and application forms may be obtained from the County Information Officer, Mr. R. Turney, Bellfield, Cheetham Hill, Manchester 8 (061-834 1441).
Closing date 1st October 1976.

THE OPEN UNIVERSITY
REGIONAL DIRECTOR
NORTH WEST
Applications are invited for the post of Regional Director (North West) to be based in University's senior responsible officer for the North West Region (comprising Greater Manchester, Lancashire, Merseyside and the Isle of Man).
The person appointed will be concerned with the implementation in the North West of all relevant aspects of the University's educational policy, including for recruitment and supervision of part-time tutors and counsellors (with the help of a corps of full-time staff tutors, senior counsellors and administrative staff); co-operation with institutions of higher and further education, and with local education authorities, is a vital part of the job.
According to the person's applicant's qualifications and experience, the post will be offered will be at an appropriate point on the scale £7,410 to £11,691 per annum.
Applications should be made by letter, accompanied by a curriculum vitae to the Personnel Manager (JB) 11, The Open University, P.O. Box 76, Walton Hall, Milton Keynes, MK7 6AA, from whom further particulars are available. Closing date for applications: Thursday, 7th October, 1976.

NATIONAL ASSOCIATION OF HEAD TEACHERS

APPOINTMENT OF

DEPUTY GENERAL SECRETARY

Salary: £8,267 to £8,852 plus £312 addition

Applications are invited for the above post which becomes vacant on 1st January, 1977. For full particulars and application form write to the General Secretary, NAHT, 41-43 Boltro Road, Haywards Heath, West Sussex, RH16 1BJ.

General

CAMBRIDGE
TEST DEVELOPMENT AND RESEARCH UNIT
An ADMINISTRATIVE OFFICER is to be appointed to control an evolving programme of multiple choice test development, working with examiners and teachers, and managing a small team of clerical staff within a Unit established by the three G.C.E. boards associated with the Universities of Oxford and Cambridge. A sound administrative background is essential, preferably with experience of computer application.
Salary will be within the range £3,174 to £5,010 plus superannuation.
Further information from the Director, Dreier House, 12 Harvey Road, Cambridge CB1 2EY, to whom applications should be sent by 30 September, 1976, giving the names of three referees.

MANCHESTER

HEADSHIP
QUEEN'S SCHOOL RHEINDAHLEN IN THE FEDERAL REPUBLIC OF GERMANY

Applications are invited from appropriately qualified and experienced men and women for the Headship of this Group 10 Secondary Comprehensive Day School. The School caters for the children of British Servicemen and sponsored civilians temporarily absent from the United Kingdom. There are at present 980 boys and girls aged 11-18 years on roll. The School is organized on comprehensive lines and pursues courses leading to the General Certificate of Education and the Certificate of Secondary Education. An extensive building programme to provide specialist facilities and to bring together accommodation on one site is nearing completion and occupation of the new premises will begin on a phased basis in September.
The successful candidate would be expected to take up the appointment in January 1977.
SALARY is in accordance with the current Burnham Scale between £7,767 and £8,391 per year plus London Allowance £402.
FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable. SUPERANNUATION: Normal rights are safeguarded. ACCOMMODATION: is provided rent free. PASSAGE: Return passage is free.
DURATION OF ENGAGEMENT: The initial engagement is for three years.
Requests for application forms should be made on a postcard to:

SCEA

Ministry of Defence, CM(S)4(L), Lacon House, Theobalds Road, LONDON, W.C.1.

The closing date for completed form is 27 September.

Primary Teacher – Indonesia

PT INTERNATIONAL NICKEL INDONESIA, a subsidiary of INCO LIMITED, is developing a mining project on the island of Sulawesi and has a vacancy for a primary school teacher to augment the existing staff in the education of local and expatriate children in the Infant and Junior grade age range.

The successful applicant will teach a broad range of subjects; contribute to curriculum development and the development of the school programme overall; contribute to school curricular activities in Arts and Crafts, Music and Physical Education; and offer specialist skills suitable for children's club activities.

Applicants must be qualified primary school teachers and previous experience in a remote overseas location would be an asset.

The assignment will be for 2 years, single status. Comprehensive employee benefits include generous Home and Local leave entitlement.

Salary will be not less than US $9,600, plus 85% tax free overseas allowance on base salary.

Please apply in writing, giving brief details of qualifications and experience to the Personnel Administrator, International Nickel Limited, Thames House, Millbank, London SW1P 4QF.

INCO
INTERNATIONAL NICKEL LIMITED
Thames House, Millbank, London SW1P 4QF.

County of Cleveland

EDUCATION DEPARTMENT

ASSISTANT YOUTH and COMMUNITY ORGANISER

£4,137-£4,707

Applications are invited for the above post, from persons with appropriate professional qualifications and suitable experience. An interest in the Duke of Edinburgh Award Scheme will be an advantage.
Cleveland has a large and varied provision with many modern purpose-built centres and clubs including residential facilities.
In approved cases, financial assistance with the removal of household effects will be available. Temporary housing accommodation for married couples may be available in approved cases, within the County area.
Further particulars and forms of application may be obtained from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed forms should be returned by 1st October, 1976.

RE-ADVERTISEMENT

London Borough of Redbridge

Teacher/Adviser—Mathematics

Salary: Senior Teacher Scale £4,360-£5,940 plus £312 Supplement and £297 London Allowance. Car allowance payable.

Applications are invited from graduates with suitable teaching experience for the post of Teacher/Adviser in MATHEMATICS from 1st January, 1977 or as soon as possible thereafter.
Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate.
Application forms and further particulars from John Fordham, Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN. Closing date 1st October, 1976.

HAMPSHIRE EDUCATION AUTHORITY

Highbury Technical College

PORTSMOUTH

ASSISTANT SECRETARY

£3,826 to £4,545 p.a. plus £312 Pay Award.

Qualified Accountant required, preferably with knowledge of education accountancy; experience in staffing matters an advantage.

Application forms and further details from: The Secretary, Highbury Technical College, Cosham, Portsmouth PO6 2SA. (Cosham 83131, ext. 247).

Norfolk County Council
EDUCATION DEPARTMENT

General Inspectors

Applicants should have good qualifications and sound experience as a teacher, plus experience in a senior post in schools or the advisory service.

General Inspectors will work under the direction of the Senior Inspector and will be expected to contribute a subject and/or phase expertise as well as carrying out general inspectorial duties. In particular, there is opportunity for a special contribution to be made in English Language and the Middle Years of Schooling (8 to 12 in Norfolk).

Salary Scalbury Range, Head Teacher Group 10 £7,455 to £8,079, plus supplement of £312 per annum). A car allowance is payable.

Full particulars and application forms from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, on receipt of stamped addressed envelope, to be returned by October 1, 1976.

Suffolk County Council

Advisory Teacher for Modern Languages

Applications are invited from qualified and experienced teachers of French for the above post. The successful applicant will be responsible to the County Modern Languages Adviser and will be based on Bury St. Edmunds. The main focus of the work will be in schools in the Western Area of the County with a particular brief for the Middle Schools (9-13 years). It is desirable that the Advisory Teacher appointed will be able to contribute towards the teaching of one other modern language.

Salary in accordance with Scale 3 of the Burnham Schools Report.

Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please) to be returned by September 24th, 1976.

Buckinghamshire County Council
BEACONSFIELD/CHILTERN DIVISION

Area Education Welfare Officer

AP 4/5, plus £312 supplement and £120 Fringe Allowance
For the Divisional Education Office. Preference will be given to applicants holding the Certificate of Qualification in Social Work, or other recognized qualification. Essential car user allowance payable.
Closing date for completed applications: 8th October.
Application forms and particulars of post may be obtained on receipt of a SAE from the Divisional Education Office, 26 London Road West, Amersham, Bucks.

NORTHUMBERLAND
County Council

Assistant Director of Education

£6,396—£7,407+

£312 Salary Supplement

The main duties of the post will cover all aspects of further education and the education provision for older school children.

Applicants for this third tier post should be honours graduates and have appropriate teaching and administrative experience.

Application form returnable by 8th October and further details from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

Leicestershire

PROFESSIONAL ASSISTANT (Schools)

£4689-£5250

+ £312 SUPPLEMENT

Applications (January 1977 appointment) invited from graduates with good teaching experience in schools. The post, vacant on promotion, offers excellent opportunities for an energetic young man or woman to gain experience of education administration in a large authority. Details on request.
Casual user car allowance. Removal expenses, legal fees, lodging allowance in approved cases. Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 27th September.

Re-advertisement

London Borough of Redbridge

Senior Adviser English

Salary: Head Teacher Group 9 Scale £6,669-£7,593 plus £312 supplement and £297 London Allowance.
Essential User Car Allowance.
For this key appointment in a strong Advisory team, applicants should be well qualified in English and able to play a leading role in implementing the recommendations of the Bullock Report.
The London Borough of Redbridge is pleasantly situated in north-east London with easy access both to central London and the Essex countryside.
Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate.
Application forms and further particulars from John Fordham, Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN. Closing date 6th October, 1976.

Doncaster Metropolitan Borough Council

Education Services

Careers Adviser (Handicapped)

SO1 £4,551–£4,857

To maintain and develop the facilities provided by the Careers Service for handicapped young persons, liaise with Special Schools and other appropriate services and give individual guidance to the severely handicapped, including assistance in obtaining training and/or employment and liaise with industry. Applicants should have appreciable experience in careers guidance of young persons, preferably with relevant experience amongst the handicapped and preferably a Degree, Certificate of Education or similar qualification. Possession of a Diploma in Vocational or Careers Guidance an advantage.
Assistance with housing and removal expenses in appropriate cases.
Application forms and further details from the Chief Executive (Personnel Section), 2 Priory Place, Doncaster DN1 1BN (Tel. 0302 20321). Closing date: September 30.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

SENIOR EDUCATION WELFARE OFFICER

£2,922-£3,282 + £312 supplement

Based in Sittingbourne. To be responsible for coordinating the work of three other E.W.O's. Essential car user allowance. Relocation expenses in approved cases.

Further information from, and applications in writing naming two referees by 27 September, to the Divisional Education Officer, Avenue of Remembrance, Sittingbourne.

EDUCATION DEPARTMENT

MATHEMATICS ADVISER

Applications are invited from graduates with substantial and successful teaching experience to fill a key post in the Authority's Advisory Team. The successful candidate will be responsible for advisory work in mathematics teaching in primary and secondary schools and be required to act as a general adviser within a team which covers the whole of the Education Service. Knowledge of current developments in teaching methods together with the personal qualities, the drive and enthusiasm to inspire and motivate others are essential requirements.

Salary Scalbury Range Head Teacher Group 9, £7,578-£8,202 including London Allowance and supplement. Fringe benefits may include 75% removal expenses, legal expenses involved in house purchase up to maximum of £400 and lodging allowance. Car Allowance payable.

Application forms and further details available from the Personnel Officer, Belmont House, 36 Monks Risborough, Buckinghamshire, HP27 9JA. Telephone Chesham 62221 ext. 24 quoting reference no. E/28/9/76. Closing date 1 October, 1976.

LONDON BOROUGH OF HILLINGDON

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Education Welfare Officer

Salary scale £2,814 to £3,294 plus £312 National Supplement (with progression to £3,651 if appropriately qualified). A casual car user allowance possible. Assistance with removal expenses in approved cases.

Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible. Duties mainly concerned with school attendance, welfare work and supervising employment of children.

Further particulars and forms of application obtainable from the Chief Education Officer, Town Hall, Barking, Essex, on receipt of a stamped addressed envelope. Completed forms should be submitted to the Chief Education Officer by October 9, 1976.

EDUCATION COMMITTEE

CHIEF EDUCATIONAL PSYCHOLOGIST

Salary Scale £6,969 to £7,593, plus £351 London Weighting (Burnham H/T Group), and £312 salary supplement.

This post arises on the promotion of the previous holder. The person appointed will lead a team of six educational psychologists and it will be the responsibility of the Chief Educational Psychologist to coordinate the present activities in the School Psychological Service and the Child Guidance Service and to advise on developments.

Candidates should have an honours degree in Psychology, Post-Graduate training in Educational Psychology and experience both in teaching and in school psychological and child guidance services.

Further details and application forms from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 30th September. Telephone 01-903 0371 (24-hour Ansafone Service). Reference number E/29 must be quoted.

London Borough of **BRENT**

Educational Psychologists

BEDFORDSHIRE
EDUCATION SERVICE
EDUCATIONAL PSYCHOLOGIST (Northern Area—based at Kempston, Bedford)
Salary within Main Scale £5,000-£6,660 plus £312 supplement.
EDUCATIONAL PSYCHOLOGIST (Southern Area—based at Luton)
Salary within Main Scale £5,000-£6,660 plus £312 supplement.
Applicants for this post should have previous experience in a local authority service.
ASSISTANT EDUCATIONAL PSYCHOLOGIST
Salary within Assistant Scale £3,960-£4,755 plus £312 supplement.
Initial work under supervision as Assistant, within an Service, prior to possible secondment to a training course.
Candidates for all posts should have an Honours degree in psychology (or equivalent) and at least two years' teaching experience (those for posts (b) and (c) should also have completed appropriate postgraduate training).
Further details and application forms from Chief Education Officer, County Hall, Bedford, or telephone County Hall, Bedford, or telephone Mr. K. Torey, Bedford 65225 ext. 247.
Closing date 1st October, 1976.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
(Certificate of Secondary Education and Joint Testing Examinations)
Applications are invited for the following posts:

CHIEF EXAMINER for URDU (Syllabus Joint Examination).
CHIEF EXAMINER for C.S.E. LAUNDRY and CLOTHING and DRY CLEANING and SOCIAL BIOLOGY.
CHIEF MODERATOR for HOME ECONOMICS.
REVISER for COMPUTER STUDIES.
For the above appointments, co-Deputy will be open to candidates living in or near North-west England.
Applications forms and further details will be sent on receipt of a stamped addressed envelope from the Secretary, Associated Lancashire Schools Examining Board, 77 Wilworth Street, Manchester, M1 6JA.

EAST MIDLAND REGIONAL EXAMINATIONS BOARD
(Certificate of Secondary Education)
Applications are invited for the following posts:
CHIEF EXAMINER in PHYSICS (CSE)
CHIEF EXAMINER in ENVIRONMENTAL STUDIES (CSE)
DEPUTY CHIEF EXAMINER in GEOLOGY (CSE)
EXAMINER in EUROPEAN STUDIES
for the proposed Certificate of Secondary Education.
Vacancies in brackets indicate anticipated annual vacancies.
Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham, to whom completed application forms should be returned not later than 1st October 1976.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for the following posts:
ASSISTANT EXAMINERS
English History
ASSESSORS
English Course Work
History
VISITING ASSESSORS
Oral Test in English
Application forms and further details should be requested by postcard from D. Hazell, Secretary to the Board, Metropolitan Regional Examinations Board, 104 Wandsworth High Street, London SW18 4LT, to whom completed application forms should be returned not later than 1 October 1976.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for the following posts:
CERTIFICATE OF SECONDARY EDUCATION CHIEF EXAMINERS
ART and DESIGN (1977 series), COMMERCE (1977 series), MUSIC (1978 series), PRINCIPLES of ACCOUNTS (1978 series), TYPEWRITING and OFFICE PRACTICE and OFFICE PRACTICE (1978 series), GERMAN (1978 series).
MODERATORS
MUSIC, RELIGIOUS STUDIES (GENERAL), SOCIAL STUDIES, MATHEMATICS A, MATHEMATICS B, ENGLISH, CREATIVE ARTS (DRAMA), ADDITIONAL EXAMINERS LAUNDRY and DESIGN (1977 series), ENGLISH COURSE WORK (1977 series).
CERTIFICATE OF EXTENDED EDUCATION CHIEF EXAMINERS
GEOGRAPHY (1977 series), RELIGIOUS STUDIES (1977 series).
Application forms and further details should be requested by postcard from D. Hazell, Secretary to the Board, Metropolitan Regional Examinations Board, 104 Wandsworth High Street, London, SW18 4LT, to whom completed application forms should be returned not later than 4th October 1976.

NORTH-WEST REGIONAL EXAMINATIONS BOARD
CERTIFICATE OF SECONDARY EDUCATION
Applications are invited for the following appointments:
APPOINTMENT OF CHIEF EXAMINERS FOR JUNE 1978 EXAMINATIONS
CHIEF EXAMINERS
ART and DESIGN
CHEMICAL STUDIES
ENGINEERING WORKSHOP PRACTICE
MATHEMATICS (Syllabus A)
MOTOR VEHICLE ENGINEERING
PRINCIPLES of ACCOUNTS
SPANISH
TECHNICAL DRAWING
WOODWORK
APPOINTMENT OF CHIEF MODERATORS FOR THE 1978 EXAMINATIONS
CHIEF MODERATOR
GEOGRAPHY
CREATIVE CRAFTWORK
ENGINEERING SCIENCE
FRENCH
HUMAN BIOLOGY
HUMAN HISTORY
MOTOR VEHICLE ENGINEERING
PRINCIPLES of ACCOUNTS
Forms of application and details of appointment may be obtained from the Secretary to the Board, Orrell House, Arleen Street, Manchester M20 6HL. Completed application forms should be returned to the Secretary to the Board not later than Tuesday, 19th October, 1976.

SOUTHERN UNIVERSITIES' JOINT BOARD FOR SCHOOL EXAMINATIONS
G.C.E. EXAMINATIONS
Applications for the following appointments are invited from persons with examining experience:
CHIEF EXAMINERS
GEOGRAPHY, ECONOMICS AND SOCIAL HISTORY, HUMAN BIOLOGY
EXAMINERS
GCE 'O' level HISTORY (Modern)
GCE 'O' level HISTORY (Schools Council project)
GCE 'O' level HISTORY (Schools Council)
GCE 'O' level ART
GCE 'O' level ENGLISH LANGUAGE
GCE 'O' level GEOGRAPHY
Terms and particulars can be obtained by sending a stamped addressed envelope marked 'Examiner' to the Secretary, Cotham Road, Bristol BS6 6DD.

ilea INNER LONDON EDUCATION AUTHORITY

Following the appointment of the present Deputy as Education Officer from January 1977, and the resignation of the officer responsible for Finance and Support Services at Second Deputy level, the Authority seeks to fill two positions:

Deputy Education Officer

£11,809 - £13,813

Second Deputy Education Officer £10,663 - £11,695

These posts will carry with them responsibility for one or other of the three main branches of the Authority's administration:

Schools
Finance and Support Services
Further, Higher and Community Education (at present filled at Second Deputy level)

Application forms and particulars from the Establishment Officer (EO/Eslab 2A/1), County Hall, London SE1 7PB. Completed forms to be returned by 8 October 1976

Birmingham Youth Treatment Centre

DIRECTOR

This new Centre, situated at Erdington, will provide long-term care, education and treatment for some of the most severely disturbed boys and girls—aged from about 12 upwards—in the care of local authorities. It will combine some of the treatment possibilities of a school, a community home and a hospital, and will have a multi-disciplinary staff of qualified teachers, residential social workers, nurses and occupational therapists working together in house teams. The Centre will also have the support and advice of psychologists and a consultant psychiatrist.

The Director will be responsible for the overall administration of the Centre, and development of care, education and treatment programmes, and the direction and support of the staff groups.

The post is open to those with good professional qualifications and experience in the fields of social work, education, psychiatry, or psychology. Experience of caring for adolescents in a residential setting, together with the ability to provide a high standard of leadership is essential.

Starting salary will be within the range £8,346 - £8,655. There is a pension scheme and rented accommodation will be available.

For further details and an application form (to be returned by 6 October 1976), write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68651 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote ref: G/9375/2

Department of Health and Social Security

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD
for the
Certificate of Secondary Education
Early appointment of

CHIEF EXAMINERS, 1977

in

GERMAN
INTEGRATED SCIENCE
TECHNICAL DRAWING

Applications are invited from teachers with appropriate qualifications and not less than 3 years' first-hand experience of C.S.E. for appointment to the above posts, which have become vacant unexpectedly. The Chief Examiners will assume duty on 1st January, 1977, and be responsible for the examination to be held in May, 1977.
Application forms and further particulars are obtainable (please supply stamped addressed foolscap envelope) from the Secretary, The South-East Regional Examinations Board, 2/4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU, to whom completed applications should be sent at once, but certainly not later than 1st October, 1976.

London Borough of Redbridge

Educational Psychologist

Salary £3,900-£6,600 plus £312 Supplement and £297 London Allowance.
Commencing salary according to qualifications and experience.

To work in the Redbridge Child Guidance Clinic and School Psychological Service
Qualifications required: Honours degree in psychology or equivalent. Postgraduate training and teaching experience.
The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex Countryside. Help will be given in finding accommodation and with legal fees for house purchase, removal and resettlement expenses where appropriate.
Further particulars and application forms available from JOHN FORDHAM, B.A., Chief Education Officer, 255/259 High Road, Ilford IG1 1NN.
Closing date 1st October, 1976.

GUY'S HOSPITAL

Senior Clinical Psychologist

required at the Department of Child and Adolescent Psychiatry. This active Department provides Out-Patient and In-Patient facilities for a wide range of children, as well as taking part in the training of medical students, psychologists, etc.

There is a Learning Centre attached to the Department that provides assessment and treatment for children with learning problems. The person appointed will be expected to take part in assessment treatment, as well as Teaching. There are good opportunities for individual and group research projects. The person appointed will be responsible to the Principal Psychologist, Mr. H. W. Karle, who may be contacted for further information (Extn. 3028).

Apply to Personnel, Guy's Hospital, St. Thomas Street, London SE1 9RT. Tel: 01-407 7600 Extn. 3462. Part-time applicants welcome.

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

Education Department

REMEDIAL EDUCATION SOCIAL WORKER

(£2,529-£3,009 (bar)-£3,475 + £312 p.a. supplement)

Applications are invited from well qualified persons who have an interest in and experience of children's educational problems.

The post is funded through Urban Aid and the appointment will be for five years' commencing January, 1977. Further details are available on request.

Requests for application forms (enclosing a stamped addressed envelope) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to whom they should be returned by 6th October, 1976.

EXAMINERS
Appointments continued

THE ASSOCIATED EXAMINING BOARD
For the General Certificate of Education
Wellington House, Aldershot, Hants GU11 3BQ

The Board invites applications for the following appointments:

ASSISTANT EXAMINER IN HISTORY OF ART AND ARCHITECTURE (LEVEL FOR 1977 onwards)

All applicants for the above posts must possess a degree or equivalent qualification and have had at least the equivalent teaching experience at Advanced Level in a school or other educational establishment.

ASSISTANT EXAMINER IN PHOTOGRAPHY (GENERAL)

Applicants must possess an A.T.D. or a B.A. or B.Sc. degree or degree equivalent qualification and have had at least five years' teaching experience in schools and/or further education establishments. Professional experience or qualification would be added advantage for this post.

All applications must be received within 14 days of the appearance of this advertisement.

Application forms and further particulars for all the above posts are obtainable from the Secretary (A3B), at the Board's offices.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
ALDERSHOT, HAMPSHIRE

Applications are invited for the posts of ASSISTANT EXAMINER IN GEOLOGY (A3G) and ASSISTANT EXAMINER IN CHEMISTRY (A3C) from candidates resident in or near the following areas:

CAMBRIDGE, SILVERDALE (LANCASTER), CHELMSFORD, SOUTHAMPTON, CHICHESTER/WORTHING

Candidates should be graduates or hold equivalent qualifications, and should normally have had at least two years' experience of teaching to Advanced Level.

Further particulars and application forms are obtainable from the Secretary at the above address, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD
for the GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hants GU11 3BQ

The Board invites applications for the following appointments:

EXAMINERS IN DRESS AND TEXTILES, particularly for the North West, Midlands and Yorkshire areas;

EXAMINERS IN SCIENCE, particularly for the North West, Midlands and Yorkshire areas;

Applicants should be suitably qualified, have had at least three years' relevant teaching experience and preferably some experience of examining. Application forms and further particulars (A6) are obtainable from the Secretary at the Board's offices.

UNION OF EDUCATIONAL INSTITUTIONS

LECTURERS IN PHOTOGRAPHY
Applications are invited for the undermentioned vacancy for the commencement of the academic year 1976-77:
Ref. No. 358—LECTURER IN PHOTOGRAPHY
Principles of Form Machinery, Principles of Farm Mechanics, Agricultural Engineering 3 (Electrical Engineering and Electronics), Materials and Structures.

3RL—MOTOR VEHICLE CRAFT STUDIES. PART II. FIRST YEAR
Light Vehicle Studies.
Heavy Vehicle Studies.
3M—MOTOR VEHICLE MECHANICS COURSE
Motor Vehicle Technology A. First Year.
Motor Vehicle Technology B. First Year.
Motor Vehicle Technology A. Third Year.
Workshop Practice and Drawing. Third Year.
080—GENERAL CERTIFICATE IN DISTRIBUTION. SECOND YEAR
Written communication.
102—SECRETARIAL STUDIES
SHORTHAND THEORY
Shorthand Theory.
105—SHORTHAND TYPING
TYPING
Secretarial Transcription II.
Secretarial Transcription III.
Secretarial Transcription IV.
900, 901—GENERAL IN OFFICE STUDIES
Economic Geography I.
Economic Geography II.
902—GENERAL CERTIFICATE IN OFFICE STUDIES
Accounts I.
Accounts II.
904—TRAINING IN PUBLIC ADMINISTRATION
Introduction to Economics 01.
Economics with special reference to Public Finance 02.
907—RATING ASSESSORS
909—CREDIT TRADE EDUCATION
Industrial Relations.
Engineering.
Economics in the Modern World.
Institutional Management.
Arts in Society.
Science and Technology.
Applications should be obtained from the Secretary, Union of Educational Institutions, Mayfield House, Smallbrook Queensway, Birmingham B5 4HU, and should be returned not later than 4th October. Please enclose a stamped addressed envelope and state the subjects for which forms are required.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
for the
CERTIFICATE OF SECONDARY EDUCATION
EXAMINERS

Applications are invited for the following posts:

CHIEF ASSISTANT IN ART AND DESIGN

CHIEF ASSISTANT IN GEOGRAPHY

The successful applicant will be required to build a Coordination Meeting for the subscription of the Reading of Grade Art and Design Examination work and also to make visits to centres in May/June.

Candidates should be graduates or hold equivalent qualifications, and should normally have had considerable experience of teaching to Advanced Level.

Further particulars and application forms are obtainable from the Secretary at the above address, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD
for the GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hants GU11 3BQ

The Board invites applications for the following appointments:

EXAMINERS IN DRESS AND TEXTILES, particularly for the North West, Midlands and Yorkshire areas;

EXAMINERS IN SCIENCE, particularly for the North West, Midlands and Yorkshire areas;

Applicants should be suitably qualified, have had at least three years' relevant teaching experience and preferably some experience of examining. Application forms and further particulars (A6) are obtainable from the Secretary at the Board's offices.

COAL INDUSTRY TRAINING BOARD
Engineering Technology and Technology
Mechanical Techniques.
Electrical Technology.
Applied Mathematics, Group 2.
532—INSTALLATION
Craft Theory.
538—ELECTRICAL INSTALLATION
Craft Theory.
Principles and Related Studies, First Year.
Installation Work and Regulations, First Year.
558—O.N.C. IN ENGINEERING, SECOND YEAR
Applied Mechanics.
Electrical Engineering 3 (Electrical Engineering and Electronics).
Materials and Structures.

Librarians

ESSEX
CHELMSFORD INSTITUTE OF HIGHER EDUCATION
ASSISTANT LIBRARIAN AP 3-5 £5,346 to £6,276 per annum plus supplement of £312 per annum.
A suitably experienced, qualified Librarian is required for the Chelmsford site of the Institute Library. Experience in Computer-Assisted Cataloguing would be an advantage. The person appointed will become a member of a team of professional librarians, who, while having a general responsibility for the library, also have particular subject responsibilities.
Further details and application form from the Secretary, Chelmsford Institute of Higher Education, Victoria Road South, Chelmsford CM1 1LL.

SANDWELL
(Metropolitan Borough of)
ASHCROFT HIGH SCHOOL
Clarkes Lane, West Bromwich, West Midlands
Comprehensive School, 1,150 pupils, 180 in 6th Form
Required for January, 1977:
LIBRARIAN Scale 3
to take charge of well stocked Library.
Letters of application (no formal closing date) to be addressed to the Head Teacher at the school by 1st October 1976.
Previous state teaching subjects offered.

Ancillary Services

BERKSHIRE
THE SINDLESHAM SCHOOL
Model Road, Sindlesham, Wokingham, Berks.
Required as soon as possible
DOMESTIC BURSAR for this residential School for 200 pupils aged 11-16 years.
Assistant to help. Successful candidate would be in charge of all domestic staff and the medical side of the school. There are also duties in connection with Child Care work.
Salary Grade A.P.T. & C. Grade 4-5 (£3,672-£4,302) plus £312 p.a. Deduction for residential accommodation £1,041 p.a.
Accommodation available.
Applications, giving further details from Headmaster at the above address, by 30th September, quoting ref. 1/SAB/G.

DORSET
(RESIDENT MATRON required in Secondary Comprehensive Girls' Boarding School.
Apply: The Headmistress, Newton Manor School, Swanage, Dorset.

ESSEX
NORTH EAST ESSEX AREA
THE HILLYFIELDS
Wivenhoe Road, Stanway, Colchester.
Required as soon as possible, a Technician Assistant to be responsible for the maintenance of the Residential Special School for 120 maladjusted children. Salary within range £2,304 to £2,961 plus supplement according to qualifications and experience (currently £312 per annum). Applications for married person, generous residential accommodation available. Board and lodging charge £393 per annum. Assistant Matron also required. Applicants welcomed.
CAUTION: Persons and former departments may be obtained from the Secretary, Education Office, Wivenhoe (C.O. Box 47, Broadlands, Wivenhoe, Essex CO7 9AB. Closing date: 1 October.

NORTHUMBERLAND
COUNTY COUNCIL
GALLOWHILL SCHOOL
Gallowhill Hall, Whalton Morpeth, Northumberland NE61 3YG
ASSISTANT MATRON
Required to join Child Care team for 60 boys/girls aged 11 to 16 years at this Boarding School for slow-learning pupils.
Child Care qualification or interest in working with children essential. Those intending to make a career in child care. The post is residential and a full-time vacancy is available. Salary: £1,854 to £2,151 (age allowance) per annum for board and lodging; salary supplement of £312 per annum.
The school has 53 acres of grounds in countryside west of Morpeth.
Letters of application with names and addresses of two referees as soon as possible to the Headmaster of the school. Telephone Rothley 660 for further details.

Miscellaneous

SOUTHAMPTON
THE UNIVERSITY
DEPARTMENT OF TEACHING METHODS
Courses in Secondary and Special Needs Education

AUDIO-VISUAL AIDS (Ref. 1/AVA)
Applications are invited for the appointment of a Technician in the Department Office in connection with the Learning Resources Unit. Applicants should be experienced in audio-visual equipment and materials, preferably with a qualification, and should have particular interest in the production of audio-visual materials. Some demonstration work is undertaken.

Experience in a similar educational environment with simultaneous translation equipment would be an advantage. The appointment will be made at a salary in accordance with the Technician Grade 3 scale (£3,321 to £3,855) according to qualifications and experience.

The appointment will be made at a salary in accordance with the Technician Grade 3 scale (£3,321 to £3,855) according to qualifications and experience.

Applications (giving details of age, qualifications and experience) should be sent, quoting the reference number, to the Secretary, The University, Southampton SO9 5NH, quoting reference 661-F/TS.

WALTHAM FOREST
LONDON BOROUGH OF
EDUCATIONAL VISITORS
EXPERIENCED VISITORS IN ART AND CRAFTS are required as Educational Visitors to work with pre-school children from the Borough.
Educational visitors foster the partnership between the home and the school in all its aspects and help parents understand the aims of the work involved in pre-school children's education. They help parents to extend their interest through the home into the child's life at school. Contact with neighbourhood groups will be important.
Applicants will preferably be qualified nursery/infant school teachers with experience, but other experience, Experience of voluntary work with pre-school children would be helpful but not essential, may be considered.
Salary will be in accordance with Scale 3 of the London Allowance (£3,321 to £3,855) plus £312 per annum.
Application forms (enclose stamped addressed envelope) and further details may be obtained and returnable to the Chief Education Officer's Department, Town Hall, Forest Road, Leyton, London, E10 5QL.
Closing date: October 11 1976.

BERKSHIRE
(Amended Advertisement)
UNIVERSITY OF READING
Department of Fine Art
DEMONSTRATOR
In ETCHING AND INTAGLIO printmaking required as soon as possible for four days per week for one year in the first instance, and for a further two years. Applicants should have experience of printmaking and teaching. Salary in scale £1,650 to £1,975 per annum (under review).
Further details available from Assistant Bursar (Personnel), University of Reading, White-knights, Reading, Berks RG6 2AH, quoting Ref. 76/77/11, to whom applications should be sent by 8th October, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
ASSISTANT HOME LIAISON TEACHER
Applications are invited from qualified TEACHERS (English and Punjabi-speaking) for a two year post within the Education Department to develop links between immigrant children and their families and schools in the Wakefield area.
This post, which is funded through Urban Aid, will be for a five-year period commencing January, 1977.
Application forms and further details from Chief Education Officer, Education Office, Nostell Priory, Wakefield WF4 1QW.

EAST SUSSEX
COUNTY MUSIC CENTRE
Required Part-time
CLARINET and VIOLIN/VIOLA (Two posts) required to teach individuals and groups in Tribunal and area. The clarinet post is to the Hastings area. Soon as possible and the violin/viola post to commence from January, 1977.
Burnham Scale salary. Travelling allowance. Ability to drive a car essential.
Relocation grant is available in approved cases.
Further particulars and application forms from the Staff Inspector, County Hall, St Anne's Crescent, Lewes. Self-addressed envelope, please.

KENT
KENT MUSIC SCHOOL
Part-time
VIOLIN/VIOLA required to teach in Primary and Secondary Schools in Maidstone or Canterbury.
Burnham Scale salary. Travelling allowance. Ability to drive a car essential.
Further particulars and application forms from the Staff Inspector, County Hall, St Anne's Crescent, Lewes. Self-addressed envelope, please.

CANTERBURY
URBAN STUDIES CENTRE
Rapidly expanding Centre in the area of Urban and environmental studies requires
[illegible]
Starting salary [illegible]
Applications [illegible]
Secretary, Urban Studies Centre, [illegible]
Tel: [illegible]

NEWCASTLE upon Tyne
[illegible]
TEACHER of DRAMA required [illegible]
Salary [illegible]

ACCOMMODATION in return for [illegible]
[illegible] Comfortable bedsitting room [illegible] Suitable for [illegible] Use of kitchen and bathroom [illegible] Rent [illegible] Apply [illegible]

Outdoor Education

BEDFORDSHIRE
EDUCATION SERVICE
APPOINTMENT IN OUTDOOR PURSUITS
Applications
HEAD OF OUTDOOR PURSUITS CENTRE
Applications are invited from suitably qualified candidates for the post of Head of Outdoor Pursuits Centre at Stockgrove Country Park, Leighton Buzzard. The post is for a man or woman between the ages of 25 and 35 years. Consideration for a Deputy Headship after 2 years.
Application forms available from the Secretary, Education Department, Shire Hall, Bedford MK42 9AP, to whom they should be returned by 1st October, 1976.

BERKSHIRE
Required 1st TUTOR required, Field Studies Centre, near Reading. Letter, vitae and references.

EPSOM
TEACHERS, permanent and temporary, are required immediately for successful candidates are offered [illegible] to qualification, and at least two years' [illegible] teaching.

COLON School of Languages requires [illegible] MACHINE for its Birmingham School from October 1976. Full particulars from Colon School of Languages, [illegible] Street, Birmingham [illegible]

SOUTH COAST Medium-size [illegible] Director of Studies [illegible] Mathematics ability. Age [illegible] Salary £4,000 to £5,000 p.a. [illegible] Box 1247, The Times, W1X 8EZ.

WOLVERHAMPTON
POLYTECHNIC
EDUCATION COMMITTEE
THE JOWETT-BUSON PURSUITS CENTRE
Great Carrig, North Wales
Applications are invited from STAFF TUTORS for the post of INSTRUCTOR at the above Centre.
Applicants should have considerable experience and/or qualifications in Canoeing and Mountain Walking. Rock Climbing and Sailing would be an advantage.
Salary is in accordance with Burnham Scale II.
For job specification, application forms and further details (all by telephone), please contact Mr. Ivor Evans, Principal of the Centre, Great Carrig, North Wales (Telephone Llanrwst 640 [illegible]).
Closing date for receipt of applications 1st October, 1976.

English as a Foreign Language

BEDFORDSHIRE
EDUCATION COMMITTEE
LUTON COLLEGE OF FURTHER EDUCATION
Castle Street, Luton, Beds LU1 3AA
Required for January, 1977:
LECTURER GRADE II
to take charge of well stocked Library.
Letters of application (no formal closing date) to be addressed to the Head Teacher at the school by 1st October 1976.
Previous state teaching subjects offered.

BERKSHIRE
Required 1st TUTOR required, Field Studies Centre, near Reading. Letter, vitae and references.

WILTSHIRE
EDUCATION COMMITTEE
OUTDOOR PURSUITS CENTRE
Plas Pencelli, Pencelli, Brecon
Applications are invited for the post of
INSTRUCTOR
Applications are invited from suitably qualified and experienced teachers for the above full-time post.
The Centre is fully equipped for all its outdoor education for pupils in the 9-19 age range and for youth and adult use. It is set in beautiful countryside, six miles from Brecon.
Salary will be according to Burnham Scale II (£3,060 to £4,605). Single married allowances are payable and charge made for board and lodging at £393 per annum. Removal expenses up to a maximum of £75. VAT of 8% per cent payable on.
Applications, giving full particulars of qualifications and experience, together with the names of two referees, should be sent to the Chief Education Officer, County Hall, Trowbridge.

Appointments Wanted

ADULT EDUCATION LECTURER, wants full-time appointment. Writing, [illegible] Interpretation, Writing [illegible] Creative writing, [illegible] Box 1247, The Times, W1X 8EZ.

HISTORIAN, Ph.D. [illegible] Cambridge, [illegible] from [illegible] University teaching [illegible] Seeks [illegible] Communication [illegible] Box 1247, The Times, W1X 8EZ.

Public Notices

AER LINGUS SCHOOL
GOLF CHAMPIONSHIP for 1976
Organised in association with The Golf Foundation
For boys or girls under 18 years of age
Details of qualifying days, prizes and [illegible] are available from [illegible] or call The Aer Lingus Book Hall, 170 Piccadilly, London W1V 9DD or 46A College Green, Dublin 2.
01-493 4765
Entries for the 1977 event must [illegible] reach us by the [illegible] competition on 3rd November 1976.

Educational Courses

"A" LEVEL BIOLOGY FIELD STUDY COURSE
24th-29th October, 1976
Highfield Adult College, Dr. Disney Telephone Loading 3 [illegible] Highly qualified staff. Plan for day and boarding students. [illegible] Accommodation [illegible] Tuition and transport £37.50 [illegible] Apply to the Principal [illegible] Applications from students through school and parents direct.

BRISTOL
THE VOCATIONAL SCHOOL
THE BRISTOL POLYTECHNIC
DIPLOMA COURSE
Adult clergy are invited to apply for the Diploma course in Vocational Studies for Ministry. The course is designed for one-year full-time or two years part-time study in selected areas of ministry leading to a Diploma awarded jointly by the Polytechnic and the University of Bristol.
A small number of grants towards fees may be available for students on the course.
Further particulars from the Secretary, Vocational Studies for Ministry, Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY. Tel. Bristol 656261.

LAKE DISTRICT NATIONAL PARK
LANDOWNERS OF THE LAKE DISTRICT
Invite applications for
A course for teachers on the responsibilities, rights and duties of farmers, estate owners and landowners of
HISTORICAL SETTLEMENT OF MOUNTAIN VALLEYS
Mountain Valleys
29 October to 1 November
Weekend courses for teachers and Leaders
Information by telephone [illegible] Visits and lectures [illegible] Study of buildings [illegible] Centre [illegible] Telephone [illegible]

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DIPLOMA IN RELIGIOUS EDUCATION
This Institute provides a one year course for graduates in religious education.
Applications from graduates in theology or religious studies in the country. The University Diploma in Religious Education is awarded on the basis of studies in the history and philosophy of religion, the psychology of religion, the sociology of religion, the philosophy of education and the theory of teaching religious education. Students also take a course in Christian Theology.
Applications from graduates in theology or religious studies in the country. The University Diploma in Religious Education is awarded on the basis of studies in the history and philosophy of religion, the psychology of religion, the sociology of religion, the philosophy of education and the theory of teaching religious education. Students also take a course in Christian Theology.
Applicants must have [illegible] lead than two years' teaching experience, by serving [illegible] Applications are [illegible] authorities [illegible] Applications [illegible] for [illegible] Application [illegible] forms available from [illegible] Applications [illegible] forms available from [illegible] Applications [illegible] forms available from [illegible] Applications

A thorough screening

Robin Wood on the Edinburgh Film Festival

What distinguishes the Edinburgh Film Festival from others is its educational seriousness: where the London festival is, quite frankly, a market at which the latest goods are placed on show, Edinburgh is organized around conferences and retrospectives. Once again the annual conference (and even the film festival itself) has been threatened with a withdrawal of subsidy, hence discontinuation. For those seriously concerned with the development of a healthy film culture in Britain (and our numbers seem to be growing, despite the apathy or hostility of the cultural establishment) Edinburgh has become one of the year's major events and everything possible should be done to ensure its continuance.

Not that it is possible to salute this year's conference on "Psychoanalysis and the Cinema" without reservations. None of the participants (whether presenters or auditors) with whom I talked was satisfied with it, though no one questions the immense potential interest of the topic or the intelligence and integrity of the organizers. The form the conference took was admirable (though, if one also wanted to attend screenings of the new films on display, the pace became exhaustingly hectic): a series of papers published in advance in a booklet (*Edinburgh '76 Magazine*, now generally available); each morning, a presentation based upon one of the papers, usually given by its author; general discussion; dispersal into seminar groups, each led by a distinguished critic/theoretician, for more intensive discussion, debate and clarification. The afternoons were devoted to the screening of films relevant to the presentations: von Sternberg's *Morocco*, Ophuls's *Letter from an Unknown Woman*, double-bills of Minnelli and Hitchcock, Chantal Akerman's remarkable *Jeanne Dielman, 23 rue de Commerce, Bruxelles 1080* (still, regrettably, without a distributor in this country).

The general thrust of the conference is also to be applauded. Hitherto, the application of psychoanalysis to the arts has taken two forms: the psychoanalysis of characters (was Hamlet neurotic?) or the psychoanalysis of artists (was Shakespeare neurotic?). The main thesis of the conference was that recent parallel developments in psychoanalysis and semiotics (the work of Jacques Lacan looming large) have now made it possible to apply psychoanalytical procedures and findings to the reading/viewing experience itself, the relationship of spectator to film, or (in Lacanian terminology) the "construction of the subject". The term "subject" in this context proved somewhat elusive of precise definition: it means something like "the viewer in the actual experience of viewing": it therefore takes us right to the heart of pressing contemporary questions of ideology and aesthetics and the relation between the two.

In the seminar group I attended, this quickly raised the old critical problem of subjectivity in the more traditional, traditional sense. For surely an experience of a film must always be an individual experience, and its precise nature will depend on the "construction of the subject" not only by the film but by his/her whole preceding existence? Just how a "subject" is "constructed" by a particular film while he/she is viewing it will depend (leaving aside the whole complex question of cultural background and individual psychology) on a wide range of other factors: prior familiarity with, for example, the stars, the genre, the director.

The "subject" a film constructs in isolation is a purely mythical beast. The suggestion (which came from Colin McArthur) that we needed to conceive of an "ideal viewer" seemed to me no solution at all: the "ideal viewer", in the last analysis, proved too much like that old fabrication of intellectual condescension the "man-in-the-street". The ideal viewer of *The Pirate*, one gathered, would have to be someone who had never heard of Minnelli; but could he be permitted familiarity with Judy Garland and Gene Kelly?—with other MGM musicals?—with non-MGM musicals? Would he be living in 1948 or watching the film today? Criticism has traditionally concerned itself with attempting to see the object as it is and simultaneously with assessing the effects created within the viewer—with, in short, the tension between the objective and the subjective. Psychoanalysis seems able to provide tools whereby that tension could be more delicately and complexly explored, but it is unlikely to eradicate it.

There are two main objections to the conference which, I think, are valid. First, there was insufficient contextualization. Part of the problem here was the delayed publication of the booklet, which should obviously have been distributed to applicants a month in advance and was, in fact, handed to us a day before the first session. Many of us, however, required more help than that. One opened the booklet to be plunged directly into an "Introduction" (sic) to "Lacan and Signification" that presupposed a thorough knowledge of both psychoanalytical and semiological concepts and terminology; the seminars became so taken up with desperate attempts to master these that there was very little opportunity to apply them to specific films, so that most of the afternoon screenings appeared extraneous bonuses (if very pleasurable ones: the magnificent and long inaccessible *Morocco* would alone justify a trip to Edinburgh).

One sensed an uncertainty or ambiguity of aim: was the conference conceived as an intensive debate for those already deeply involved (presumably via *Screen* Magazine) in the application of psychoanalytical concepts to film, or as a means of disseminating such ideas to a much wider public? My impression was that the presenters were offering the former to an audience largely composed of people expecting the latter. Obviously, the concepts involved are inherently difficult, and one must not ask that they be cheapened and distorted by a sort of *Reader's Digest* popularization; on the other hand, it is all too easy for those already fully conversant with the language of a particular discipline to take far too much for granted.

Three practical suggestions can be made: that there be a greater willingness on the part of the presenters to explain and clarify concepts as they come up; that there should be much fuller documentation before the event, supplied well in advance; that we are given more time to digest and discuss ideas during the conference (involving, perhaps, its being spread over two weeks, with presentations and screenings on alternate days, which would go far to mitigate the sense of frantic scramble).

It is much more difficult to suggest even partial solutions to the second and more serious objection, which is that Edinburgh conferences have for too long the preserve of a particular group with a particular approach to the cinema (this year's event was not officially organized by *Screen*, but it is scarcely unprecedent that virtually all its organizers and presenters are closely associated with that magazine).

My own notion of a "conference" is of a meeting-place where delegates and even opposed viewpoints are represented: that several papers on the last day of having been "oppressed" (I was one of them) is not, I think, purely a matter of the dominance of a difficult and specialized terminology, which is rather the instrument of oppression than the thing itself.

The psychoanalysis conference offered no platform to those who doubt the validity of the *Screen* position. This is scarcely the fault of the *Screen* group (some of every major advance in British film criticism over the past decade). The problem lies in the depressing absence of any effective alternative voice in contemporary British culture. Such a voice will not and cannot come from the critical establishment, whose attitude at best is one of largely uncomprehending hostility or indifference. It will have to be a voice that can challenge *Screen* rather than ignore it, and it would have to be equally radical and subversive. The development of such a voice is the most urgent necessity. Meanwhile one would certainly rather have a *Screen*-dominated conference in Edinburgh than no conference at all.

Dancing round England

Rosemary Hartill on the London Festival Ballet

This weekend the dancers, musicians, stage staff and administrators of the London Festival Ballet pack their bags, mend their clothes, and summon their stamina for their autumn tour around the country. On Monday, the curtain will rise on *Swan Lake* at Nottingham. Thirteen weeks, 10 towns, five ballets, two premières, and 77 performances later, they will be back in London for their traditional Christmas season at the Royal Festival Hall.

Ever since its birth just over a quarter of a century ago, London Festival Ballet has been a touring company. It was founded as a showcase for Alicia Markova and Anton Dolin, and in the early days toured all over the world, attracting fine dancers, enjoying successes, enduring failures, but always managing to survive financial swings and roundabouts. But in the mid-sixties, worsening financial instability and artistic decline set in. In 1968 Beryl Grey, the much-loved former ballerina, took over the company.

It is six years since the company visited Nottingham, and audiences there will notice a marked improvement in technical standard. Under Miss Grey's guidance, the company has strengthened its classical foundation and established several fine new productions.

Apart from technique, she values above all to develop personality and individuality in her dancers.

"Generally, they seem happiest with more extrovert ballets like *Coppelia* and Lichine's *Graduation Ball* which allow for a free expression of personality through acting, side by side with demonstrations of technical skill, rather than the classical disciplines of *Swan Lake*, or the second act of *Giselle* where true expressiveness can be achieved only through the most subtle control of technique.

The company is not yet a great exponent of the classical style, but its popularity lies at least partly in the instantly enjoyment most of the dancers project; and their performance of Anthony Tudor's brilliant, intense ballet *Echoing of Trumpets*, showed what they can achieve.

Miss Grey's greatest problem, she says, is the shortage of good new choreographers. One of the choreographers she has encouraged, however, is Ronald Hynd, who is now working on his fifth ballet for the company—a new version of *The Nutcracker*. This opens at Liverpool on November 8.

This tour is unusual in that it includes not only one, but two, premières. The second is a new production of *Les Sylphides* by Alicia Markova, who danced with the company in its early days. This opens in Birmingham on November 29 and is staged with the help of £3,000 donated by IBM; *Nutcracker* is supported by £15,000 from the National Westminster Bank. Industrial sponsorship seems to be a new, and evidently promising source of support, which the company certainly needs. Even with full houses every night their policy of keeping seat prices as low as possible means that the tour is unlikely even to cover its costs.

At 27 Eva Evdokimova is one of the most outstanding members of the company. She is one of the few ballerinas in the west to have studied with the Kirov Ballet in Leningrad, and so to have been in contact with their great tradition. She can sketch on the air, a combination of feeling and movement like a line drawing, and her stage presence can be elusive, ever introverted—ideal, for example, for Odette in *Swan Lake*. In years to come it will be fascinating to see how she uses her marvellous technique to express a widening emotional range, and a deeper relationship with other dancers on stage.

It will be fascinating, too, to see how the company as a whole develops. Next year will see, almost certainly, a new *Romeo and Juliet*, with Dolin as choreographer; this will be his first full-length ballet. An Australian tour is also planned for the company.

But, best of all, 1977 will bring them, at last, a home of their own. Thanks to generous grants from the Arts Council and the Greater London Council, rehearsal rooms, wardrobe and offices will be at last under the same roof. Miss Grey has £90,000 yet to find, but she is already talking of setting up a dancing school there.

Eva Evdokimova as Giselle

A time to laugh . . .

Heather Neill on youth theatre

There are limitations "beyond the normal ones inherent in any NYT production", admits Michael Croft, in setting *Coriolanus* in nationalistic, pre-1914 Prussia. Oddly enough, both in this and in the other remaining production of this year's National Youth Theatre season, *Stag Night* by Willis Hall, one common limitation of the NYT is dealt with magnificently. This is the difficulty of getting people under 21 to convey an impression of middle or advanced age.

In *Coriolanus* David Taggart gives us a sage and stately Menenius and Kate Bufton's Volumnia has the awesome presence and self-sitting dignity of a stiff-necked, stiff-upper-lipped patrician mother. In *Stag Night* Hilary Jones manages to convince us that she is a workwoman-like stripper in her forties, while Tim Shaw gives a creditable account of a sadly unfunny middle-aged comedian who drops the names of real "artistes" with forced familiarity.

The comedian rings true as a character, but the hard-worked mum who dons a Cleopatra wig to writhe about with a snake for the delectation of lads the age of her son is more difficult to credit—so is the white tornado of a vicar obsessed with physical fitness for spiritual reasons, who delivers unofficial sermons on the evils of chips. Those are elements in a farce which enter what is otherwise a good-natured comedy based, as all good comedy should be, in the development of credible relationships between characters.

A football club's committee has arranged the occasion to raise funds, and considerable mileage is extracted from the familiar pattern in which one or two enthusiasts attempt to compensate for the apathy of the rest. (Alan Turton's worried, responsible Smithson is well worth watching.) Of course, no one has a good time, and except that stripper and son learn a little about each other, things have come full circle by the end. Barrie Rutter directs at a suitably spanking pace.

Directorial authority is also clearly in evidence in Michael Croft's version of *Coriolanus*. His goose-stepping soldiers drill notably (though rather too often) and the mob is truly menacing in individuals acting convincingly as a whole when roused to hatred. Bill-Mallery's Coriolanus is a slight figure who, despite his intelligent delivery of the verse, catches the arrogance and the spoilt child in the part somewhat better than he does the subtle and curiously negative justification of transposing the action to another time—that togas make for economy and restricted movement is undeniable, but there are undeniable compensations, respectively. The tribunes are, respectively, a bowler hatted civil servant and a combative trade unionist, but their style and uniforms of the grey and definitely Prussian. Fleeting individuals so specifically pure Hans are paradoxically, in limbo.

As the NYT celebrates its twentieth season, the Manchester Youth Theatre gives a creditable account of a new musical by Geoffrey Green. This just complotted its eleventh year, productions of *The Duchess of Malfi* and *The Tempest* have been complemented by a touring one of *Backchat*, an original piece collected and directed by John Rent lach. This sets out to interest the audience in the English language and in communication in general by presenting them with a series of related scenes and sketches interspersed with rock-style choruses and energetic dances. Lines about English being exceptionally flexible in a range of idiom are set to thumping music and it is demonstrated humorously (but, nonetheless clearly) that nouns can be used as verbs and that English is susceptible to influence from other languages even that meaning depends on usage.

It sounds an impossible recipe, but it works amazingly well, in least partly because the cast has developed a style which is both disciplined and carefree. This has enabled them to adapt to various performance areas and, a variety of audiences with scarcely a blink, to wholesale condemnation of television as a killer of conversation and simplifies an interesting issue but in general, difficult ideas are expressed with a delightful sense of fun which readily communicates itself to the audience.

Open University

An Ambridge for education

Christopher Griffin-Beale on management in education

Management in Education
The Educators: Countdown
Saturday, 15th September, 0640, Radio 3 VHF (repeat, Monday, 20th September, 1845, Radio 3 VHF.

Will Wealdshire County Council succeed in Operation Spearhead, its plan to persuade local opinion to accept the spread of large comprehensives based upon its model school, Abbot's Grove? That question provides the continuing tension in *The Educators*, the Open University's first and successful incursion into the territory of the dramatized radio serial, whose longest-established inhabitants are *The Archers*. Next week's episode, *Countdown*, is the sixth in the intermittent story of educational management folk in a fictitious southern county. Donald Holmes, senior radio producer, originally created the format several years back for the course *Decision-Making in British Educational Systems*. He has now written and produced another trilogy to accompany the third-level course, Management in Education.

The comparison with *The Archers* is intended to be neither derogatory nor facetious. *The Archers* originally started as a vehicle to communicate information to farmers in a palatable, entertaining way. *The Educators* may, indeed, sugar the pill of study, but there is a more serious motive for its format. It successfully explores a human dimension in educational administration that is missed in most of the textbooks and would be difficult to tackle effectively even through broadcast documentaries.

The Educators recognizes how much depends—in educational administration, as in teaching—on individual human relationships, and especially upon those relationships outside the formal context of committee and council meetings. Such meetings can be adequately documented for students without recourse to fiction, through printed case studies, through the observation techniques employed on Roger Graef's television documentaries, or through factual reconstructions, such as the recent *Panorama* programme on the William Tyndale inquiry.

But what I missed there was precisely what *The Educators* thrives upon—the furtive meeting in pub or cafe that preceded the public conflict. Donald Holmes eschews committee rooms altogether in favour of the character's offices, the local Dunchester bookshop, and the local four-star restaurant.

His perceptions about people and educational politics (with his course team colleagues to draw upon) serve the format well and are enhanced by his dialogue and the performances of Peter Woodthorpe and other extremely experienced radio actors. It suggests all kinds of parallels between fact and fiction, without limiting itself dangerously to any specific correspondences.

The new education committee chairman (following the 1974 reorganization), Rodney Moxon-Ifullard may represent a new kind of local politician, eager to involve himself in initiating policy far more than traditional councillors such as his predecessor, Sir George Fosse, now elevated to chairmanship of the whole council.

Moxon-Ifullard lacks Fosse's assurance, social position (his building companies are under investigation by the Inland Revenue because of irregularities with the lump) and political acumen. Fosse reminds one of the local oligarchs who were persuaded by astute officers to implement comprehensive schemes in quite unlikely areas—but at a time when they could attract the maximum kudos and minimum controversy. Moxon-Ifullard personally aligns himself with a notion of large comprehensives which are now out of favour with both public and professional opinion.

The only reservations centre on the character and motivation of Dr Martin Hawthorn, the well-known TV freelance science journalist, persuaded to accept the headship of science at Abbot's Grove by Moxon-Ifullard and the school's rigid, acronym-spouting head, Heddlestone, as a PR-figurehead for Operation Spearhead. But Hawthorn takes the job idealistically to escape the metropolitan world of the media, and implement the radical notions of school that are so easy to entertain in splendid isolation from the classroom.

Moreover, he fervently subscribes to the belief that "small is beautiful". I remain unconvinced that such a figure would have taken such a job. Given that he does, however, the subsequent confusion and conflict is far more humanly believable.

Generally, these programmes make compulsive, enjoyable listening for students and eavesdroppers, illuminating many topical issues in educational administration. It would be sad if the format could not be continued somehow, within the OU or outside. Of course, educational administration hardly has the popular appeal of farming, but increasing parental involvement could change that.

Moreover, the format could be extended to include other subjects under the council's control, or to deal in more detail with the impact of educational administration on the schools. Perhaps such a series could then command an audience, while doing for education what *The Archers* has done for farming, and doing it for teachers and parents alike.

Audio cassettes of the trilogy of plays in the "Management in Education" course are obtainable from the Open University Marketing Division, PO Box 81, Milton Keynes MK7 6AT.

Films

The amateur best

Adrian Hope

It is 40 years since the magazine *Movie Maker* (originally *Amateur Cine World*) launched its annual Ten Best Amateur Films of the Year competition. Apart from the war years, the event has been running continuously ever since.

Without doubt a Ten Best award is the Oscar of the amateur world. Many professionals, such as Bob Godfrey and Peter Watkins, started their careers with Ten Best winners. The competition now attracts several hundred entries every year.

In general the standard is high, with most of the 10 either entertaining or instructive or both. Only one falls clearly outside this category—*Nebelung*, described in the synopsis as the story of a schoolmaster who suffers a series of hallucinations in which the Second World War is vividly recalled, after giving a lesson on that period. It is competent but smacks of pretension, and is more arty than artistic.

The Best Film of the Year award goes to *Keen Watching The Skies*; an affectionate tribute to the low-budget American horror films of the fifties. Well made and watchable, it depicts an amoeboid "thing" resembling thick raspberry yoghurt which devours everyone and everything in sight. Oddly enough the film might well have benefited from an economy; most of the original, cheap horror films to which it pays homage were made in cheap black-and-white, not expensive colour.

Although *Larry Clayman*, a "documentary portrait of a rodeo clown" received none of the special awards given annually for best editing, use of sound, script or photography, it is, to my mind, by far the best film of the year. A rodeo clown makes a fine subject for a documentary and the film does the subject full justice. The rodeo cowboy must try to remain on a bucking bull weighing one ton for eight seconds, but when finally thrown is likely to be trampled on. The unenviable job of the rodeo clown is to distract the bull's attention and give the cowboy time to get up and get clear.

American T. Harshbarger's nine-minute film of clown Larry Clayman and his family is a pleasure to watch, both educating and thrilling its audience. In terms of technical quality, it is virtually up to commercial cinema standards, and would make a far better supporting short at your local cinema than most of the time-filling rubbish which the cinema circuits often obtain free.

Perhaps the most surprising feature of this year's Ten Best is the inclusion of four cartoon films, three of which are from one animator—Sheila Graber, of South Shields. *The Great Ball of Fur* by David Jefferson hilariously animates a Marty Feldman folksong burlesque and *Face to Face* depicts the changes of a human face from cradle to grave. Both were made on Super-8 colour film, and *Face to Face*, running two minutes, took Sheila Graber only four hours to make. This is an astonishingly short production time for any animated work, and is thanks to her "shudge-and-click" technique.

This could well be of interest to schools. A face is drawn in pastel crayons, a few frames of film shot, the face altered slightly by smudging, erasing and overdrawing, a few more frames shot, and so on.

Sheila Graber's other films, *The Twelve Days of Christmas* and *Michaelangelo*, were made on 16mm colour film. *The Twelve Days* is delightful and *Michaelangelo* is powerful but humorous tells suggests the energy behind the artist's creative work. By amateur or professional standards, it is a remarkable work, and, like *Larry Clayman*, could well find a justified place on a local cinema screen.

The remaining two films of the 10, *Fire, Sir In The Shade*, a documentary of newsreel cameramen at work, and *Hour Of The Eagle*, a reconstruction of the German bombing of Scotland, are generally well made and well worth watching.

Schools with film equipment should consider working towards an entry for the Ten Best. As the judges confirm, "the competition is free for all; there are no restrictions on subject-matter, length or size of films. The only condition is that every film entered must be made for love and without financial reward of any kind."

This leaves the field wide open to educational establishments. Inman and his family is a pleasure half of this year's winners have close connexions with education.

ETV

Water, water . . .

Nick Thomas on two general studies series

Water in our Lives
BBC radio, Fridays 11.00 to 11.20.
Oceans
BBC School TV, Thursdays 10.03 to 10.23 from September 23.

By a fortunate coincidence, BBC Schools' programme planners for both radio and television have scheduled series on water for the autumn.

The prominence of water in our lives—through its relative absence over the summer—should mean that children are interested enough in the subject to learn about it and, perhaps, to learn more than they expect about the many ways in which water is crucial to humanity.

Both series are interdisciplinary and intended for middle school pupils. The radio programmes, *Water in our Lives*, are part of a Health and Hygiene series, so that the main stress is on the role played by water in combatting disease but one programme, "Cool Clear Water", has a particularly topical relevance in its discussion of where our water comes from, how it is used and partially recycled. "Water and Waste" also discusses the amount of water that is needlessly used every day, as well as the ways in which waste products are removed from it.

A lot of constructive energy has gone into making these programmes lively and interesting: three of the four use invented characters (among them Miss E. Clean-Ffresh, the soap, and sergeant-major L. F. Detergent), fantasy sequences and songs to convey quite complex information about the chemistry of water, the functioning of sewers, and other topics.

The only trouble here is that most of the actors cannot hold a tune, so that unaccompanied songs grate after a few lines; but otherwise the unit scores high for both imagination and information.

It is accompanied by an attractive, eclectically-illustrated booklet very necessary to refresh pupils' memory of some of the technical information.

The television programmes, a scan unit entitled *Oceans*, are a bit less successful at packaging information attractively without being patronising. One sees how the greater resources of television can in fact be a handicap: the free-form, dramatised approach of *Water in Our Lives* would be prohibitively expensive and elaborate if it had to work visually as well. So *Oceans* relies a great deal on the Blue Peter approach, where the presenters' enthusiasm is the main attraction.

Gillian McCutcheon and Roger Brierley do manage to convey some real interest in what they are doing; but they are not yet among the few who can transcend the stiffness inherent in communication by script. This is especially true when they are filmed standing side by side delivering pre-learnt lines to the camera without any sense of interaction.

But the use of both studio models and film is effective: and there is a lot of material for follow-up work. The programmes are relevant to geography and environmental studies; teaching—obviously enough; to science—the tides and gravity; navigation; the sea as an energy resource; and history—European exploration and colonisation. They skirt the issue of the chemistry of washing powder, but a duplicating pamphlet goes into more depth on the many possibilities for further study.

ITV

For those using contemporary television in their teaching, and who would like a closer connexion between schools TV programmes on the media and that week's evening transmissions, Granada offers a special tie-up. Next Tuesday (20.30-22.00) the ITV network is transmitting *Three Days in Szczecin*, an authentic dramatised documentary on the Polish shipyard strike in 1971, an act of industrial defiance rare in a communist country.

The week after, the first programme in the new series of *The Messengers* for schools will look at the making of this documentary and interview producer—director Leslie Woodhead, about the issues raised by this and other dramatised documentaries.

Next week Christopher Griffin-Beale will review *Three Days in Szczecin* and preview this edition of *The Messengers*.

Briefings

Radio and TV

FE and OU

A Fish in a Tunk (Saturday 10.10. Thursday 17.25. BBC 2)
Two days with a junior class are recorded on film and slides and the teacher's performance analysed.
Children and Books (Monday 18.30. Radio 3)
Five programmes on how to choose children's books. Authors, illustrators, librarians and teachers consider how a child's reading interest develops and whether to worry when they want to read "rubbish".
Staff Developments: The Individual and the Organisation (Tuesday 07.05. Thursday 8.15. BBC 2)
Does your organization take any interest in you as an individual? Does your career matter? One college of further education principal explains the philosophy behind his annual interviews with each member of staff.

For schools

Information for teachers (Monday 10.25. Friday 10.55. VHF 4)
Ten minutes each week for the BBC to announce changes in programmes or other details relevant to teachers using radio broadcasts. *It's Fun to Read* (Monday 9.47. Thursday 10.33. ITV)
Designed to assist infants with the first stages of word and letter recognition. Not a complete reading scheme, but the animated figures are an enjoyable stimulus.
English Studies (Monday 10.37. Wednesday 10.31. ITV)
A new series using documentary film and drama to explore aspects of communication. Thirteen to 16-year-olds look at how different groups or individuals get their message across to others.
General Studies (Monday 11.45. Friday 14.35. BBC 1)
A replacement for *New Horizons* for pupils of 16 to 18 taking O or A level general papers. The units try to provide a broad balance between arts, social-science and science based topics. "Choices for Tomorrow" brings into question the way we use natural resources, first water.
History Around You. (Tuesday. 10.05. Friday 11.43. ITV)
Series designed to help eight to 13-year-olds to gain a greater awareness of their heritage. Areas visited include a market, a parish church, a castle and an urban development.
History in Evidence. (Wednesday. 9.25. VHF 4)
A new look to this series for 11 to 14-year-olds which draws on links between the stories of British history and the study of historical evidence. The first story is "Julius Caesar in Kent" told from his own records and subsequent evidence. The second part of the programme looks at the importance of the landscape in early history.
Romeo and Juliet. (Wednesday. 10.04. ITV)
A new production to be transmitted in both Autumn and Spring terms in 25-minute instalments. Aimed at those preparing for O level examinations.
Scan. (Thursday. 10.03. BBC 1)
An interdisciplinary series for eight to 13-year-olds. Unit 1, "Oceans" shows how much of the earth's surface is covered by the sea and examines its properties.
Health and Hygiene. (Friday. 11.00. VHF 4)
One in eight series for 10 to 12-year-olds providing resource material of use in health education, social science or house economics. "Why Wash?", examines the physical and social aspects of washing: the historical background, soap, animals and customs.